BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng chủ biên) – LƯƠNG QUỲNH TRANG (Chủ biên)
NGUYỄN THỊ CHI – LÊ KIM DUNG – PHAN CHÍ NGHĨA – NGUYỄN THỤY PHƯƠNG LAN – VŨ MAI TRANG
Với sự cộng tác của DAVID KAYE

Tiếng Anh

SÁCH GIÁO VIÊN

TẬP HAI

9

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM   TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

CONTENTS

INTRODUCTION

TIẾNG ANH 9 is the final of the four levels of English language textbooks for Vietnamese students in lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical, and theme-based syllabus approved by the Ministry of Education and Training in January 2012, which focusses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading, and writing).

THE COMPONENTS OF THE TEXTBOOK

The complete learning set of **TIẾNG ANH 9** consists of **THE STUDENT'S BOOK**, **THE TEACHER'S BOOK**, **THE WORKBOOK**, and **THE CD.**

THE STUDENT'S BOOK

The Student's Book contains:

- Book map: Providing an overview of each unit
- 12 topic-based Units, each covering seven sections to be taught in seven 45-minute lessons
- Four Reviews, each providing revision and further practice of the previous three units, to be dealt with over two lessons
- Glossary: Giving meaning and phonetic transcriptions of the new words in the units

THE TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching different parts of each unit. The answer keys to the exercises in the Student's Book and the transcriptions are also given in the Teacher's Book.

THE WORKBOOK

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- Further practice of the language and skills taught in class
- Four additional tests for students' self-assessment

THE CD

- The CD provides recorded scripts of all listening exercises and dialogues

THE COMPONENTS OF EACH UNIT

There are 12 main units in the Student's Book. Each unit has seven sections and provides language input for seven classroom lessons of 45 minutes each. These 12 richly illustrated, cross-curricular, and theme-based units focus on offering students motivation, memorable lessons, and a joyful learning experience. At the beginning of each unit there are explicit learning objectives that clearly state the main language components and skills to be taught in the unit.

SECTION 1: GETTING STARTED

This section occupies three pages and is designed for one 45-minute lesson in class. It begins with a conversation followed by activities which introduce the topic of the unit. It then presents the vocabulary and the grammar items to be learnt and practised through the skills and activities of the unit.

SECTION 2: A CLOSER LOOK 1

A Closer Look 1 and ***A Closer Look 2*** are each designed to be taught in one 45-minute lesson.

A Closer Look 1 presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Intonation patterns, which frequently appear in the unit, are targeted and practised in isolation and in context. There are different exercises focussing on intensive practice of vocabulary and pronunciation.

A grammar item may also be included in this section.

SECTION 3: A CLOSER LOOK 2

This section deals with the main grammar point(s) of the unit. The new language points are presented in a short text or a talk/interview. There are grammar tables and exercises which are well illustrated to help students remember and use the grammar items effectively. The 'Remember' and 'Look out!' boxes appear wherever necessary and help students to avoid common errors.

A Closer Look 1 and ***A Closer Look 2*** cover three or four pages and mainly give language focus and practice of receptive skills.

SECTION 4: COMMUNICATION

This section is designed to help students use the functional language in everyday life contexts and to consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt. The communication section provides cultural information about Viet Nam and other countries in the world. The vocabulary is clearly presented in boxes wherever it is needed.

SECTION 5: SKILLS 1

Skills 1 and ***Skills 2***, each covers one page and is designed to be taught in one 45-minute lesson.

Skills 1 comprises reading (receptive skill) and speaking (productive skill).

Reading

This section aims to develop students' reading ability. In order to make the activity achievable, the reading text is often based on the vocabulary and structures that students have previously acquired. The reading always links with the topic of the unit and is interesting and relevant to the students. Important new vocabulary is introduced in the text and practised in a follow-up activity.

The reading also provides input for the speaking that follows.

Speaking

This section aims to provide further practice which supports students in their production of spoken English. The section uses the recently introduced items in combination with previously learnt language in new contexts.

SECTION 6: SKILLS 2

Skills 2 is composed of listening (receptive skill) and writing (productive skill).

Listening

The listening section provides students with an opportunity to develop their listening skills. This section trains them to listen for general and specific information.

Writing

This section focusses on developing students' writing skills. There is a writing tip or a guideline which is very useful to help them to write effectively. The result of the writing section must be a complete piece of writing (which is ideally assessed by the group/class/teacher).

SECTION 7: LOOKING BACK & PROJECT

This section covers two pages and should be dealt with in one 45-minute lesson.

Looking Back recycles the language from the previous sections and links it with unit topics. Various activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Through the students' performance in this section, teachers can evaluate their study results and provide further practice if necessary.

The ***Project*** helps students to improve their ability to work by themselves and in a team. It extends their imagination in a field related to the unit topic. The teacher can use this as an extra-curricular activity (for groupwork) or as homework for students to do individually.

REFERENCE FOR SKILLS AND LANGUAGE TEACHING

1. TEACHING READING

Reading is the first of the four language skills that receives special attention in **Tiếng Anh 9**.

- The reading activities in **Tiếng Anh 9** aim to help students develop sub-skills such as skimming for gist and scanning for details.
- Explanations should be given to students when they do not understand the meaning of a word. Some reading strategies such as focussing on familiar words, guessing unfamiliar words in context, etc. should be taught to students.
- Before teaching the text, the teacher should encourage students to guess what the text is about, what new words may appear in the text, etc.

2. TEACHING SPEAKING

There are two forms of speaking in **Tiếng Anh 9**: spoken interaction and spoken production. The former refers to the ability to ask and answer questions and handle exchanges with others. The latter refers to students' ability to produce language appropriately and correctly.

Speaking activities include:

- *Pronunciation*: dialogues and role-plays. Through these forms, students practise the intonation patterns of English in a natural way. It is crucial to provide students with a lot of models and to build up their confidence with acceptance of approximate correct pronunciation.
- *Repetition*: helps students to memorise vocabulary and 'chunks' of language. Repetition and classroom routines build up an expanding repertoire of English that helps students understand and respond to a situation as a part of communicative interactions in class. One strategy is to provide a lot of opportunities for students to practise with a secure feeling through choral repetition of action rhymes and games. It is also important to establish classroom routines (such as greetings and saying goodbye) at the beginning and the end of the lessons. Asking for permission, using common classroom expressions (e.g. *I don't understand. Could you say it again, please? May I ask you a question?*), or answering a question (e.g. *I don't know. I think/guess..., Perhaps...*) are important language tasks for students to practise daily.
- *Pair work/group work* and *class presentations*: help students to talk freely in a language situation related to the topic of the unit. They also make students feel secure and promote their confidence in speaking.

Error correction should be done cautiously by the teacher. When students are talking, the teacher should not stop them to correct their mistakes. Mistakes should be analysed and only common errors should be highlighted afterwards and corrected collectively.

3. TEACHING LISTENING

Through listening, students become familiar with the sounds, rhythms, and intonation of English. When listening to English, students are actively engaged in constructing meaning and making sense of what they hear, using their knowledge and the clues provided by the context. It is very important to teach students to be aware of the purpose, the content, and intonation of the listening text.

Before listening, teachers should motivate and engage students in the listening activity, encourage them to predict the listening content, and introduce the new language or vocabulary which appears in the listening text.

The listening activities aim to help students understand spoken English and develop sub-listening skills such as listening for gist and listening for details.

4. TEACHING WRITING

The writing activities aim to develop students' basic writing skills in English. The emphasis is on providing writing techniques for a particular genre (e.g. email, an informal letter, a webpage, etc.) as well as practising the spelling of familiar vocabulary and sentence patterns. Teaching writing can be divided into three stages: *before writing, while writing,* and *after writing*.

- *Before writing* helps students understand why they write and provides them with the language input to express their ideas in English.
- *While writing* helps students write independently under the teacher's guidance and supervision.
- *After writing* helps students perfect their writing. They share their writing with peers and teacher for comments. After that, they revise (i.e. re-reading the writing to improve the content and organisation of ideas) and edit (i.e. re-reading the writing to correct errors and mistakes in grammar, vocabulary, spelling, etc.) it. They then submit their writing to the teacher for evaluation.

5. TEACHING PRONUNCIATION

In this book, the pronunciation part focusses on sentence stress and intonation. The students will have the chance to practise saying sentences with correct stress on content words. Also, they can identify in which situations to stress pronouns, the verb 'be', auxiliaries, and short words and say these sentences correctly. Besides, they will practise intonation patterns in English.

In teaching sentence stress and intonation, it is advisable that the teacher should engage the students by using varied techniques including:

- Visual aids (flashcards, pictures, etc.)
- Miming
- Syllable/word focus and repetition
- Line by line repetition and clapping
- Listening and marking the stressed words
- Pair/group practice and performance

6. TEACHING VOCABULARY

Teaching vocabulary helps students understand, memorise, and use words appropriately in their specific contexts. Students at lower secondary level still learn 'chunks' of English which combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give students plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Regular recycling of vocabulary helps students recognise the same words embedded in different contexts and activities again and again. When teaching vocabulary, it is important to help students recognise, practise, and memorise words. This can be done by using visual aids (e.g. pictures, flashcards), by allowing students to listen and repeat the words, by explaining their meanings, using definitions and translation if necessary, and finally, by getting students to practise using the words with a range of spoken or written activities, which can be done individually or in pairs.

7. TEACHING GRAMMAR

Teaching grammar helps students use correct grammatical patterns to express their ideas in specific contexts.

Grade 9 students already know some English grammar based on formulaic sequences and a lot of grammar points met in the context of dialogues, readings, chants, rhymes, stories, and songs they have learnt in primary schools, grade 6, grade 7, and grade 8.

One way to raise students' language awareness is drawing their attention to specific language patterns or features of grammatical forms and, if necessary, comparing or contrasting these with corresponding patterns and forms in Vietnamese. The appropriate techniques to be used to teach students are:

- Focussing students' attention on the new grammatical patterns in the texts.
- Providing models for students to practise the new grammatical item in a spoken or written activity, using the cued pictures or prompts in their books.
- Reinforcing the new grammatical items with a variety of spoken and written activities.

SEQUENCING

Students should be given clear instructions about what they are expected to do and say. The following are some suggested teaching procedures.

- *Whole class*. Elicit/Teach the focus language (words, phrases, or structures). Then write them on the board.
- *Model*. Perform the focussed materials yourself with a confident student or ask a pair to demonstrate in front of the class. Help and guide them to interact in a reasonably structured manner. This will enable the freer stage of independent pair work/group work that will follow.
- *Pairs/groups*. Students practise in pairs or groups. Monitor the activity and offer help if necessary.
- *Performance*. Ask a confident pair or some volunteers to perform the task for the rest of the class.
- *Whole class*. At the end of the activity, there should be some writing/speaking (productive) activities to reinforce or consolidate students' understanding.

It is noted that all of the procedures written in this book are only suggestions. Teachers may adapt these or design their own procedures to suit their students and real teaching contexts.

BOOK MAP

	Reading	Speaking	Listening
Unit 7: Recipes and eating habits	- Reading for general and specific information about the eating habits of Japanese people	- Talking about the eating habits of Vietnamese people	- Listening for detailed and specific information about teenagers' eating habits
Unit 8: Tourism	- Reading for general and specific information about a tourist attraction	- Talking about one's choice of holiday	- Listening for specific information about the benefits of tourism to an area/ country
Unit 9: English in the world	- Reading for general and specific information about English as a means of international communication	- Discussing experiences in learning and using English	- Listening for general and specific information about students' experiences in learning and using languages
Review 3			
Unit 10: Space travel	- Reading for specific information about two famous astronauts' space travel	- Talking about space travel history and discussing the skills needed to become an astronaut	- Listening for general and specific information about some space tourism services
Unit 11: Changing roles in society	- Reading for specific information about the changing roles of women in society and its effects	- Talking about roles in the future	- Listening for specific information about the changes that women in Kenya are going through
Unit 12: My future career	- Reading for general and specific information about choosing a career	- Talking about a person's likes/dislikes, personality traits and abilities for a certain job	- Listening for general and specific information about choosing future jobs and reasons for the choices
Review 4			

Writing	Language Focus	Communication	Project
- Writing about the eating habits of a classmate	- Quantifiers: review - Modal verbs in conditional sentences type 1 - Pronunciation: Tones in statements used as questions	Discussing the recipe for a dish	A survey on eating habits
- Writing a paragraph about the negative effects of tourism on an area/country	- Articles (other uses) - Pronunciation: Tones in asking for information	Discussing a place/ country you would like to visit on holiday	An advertisement for a tourist attraction
- Writing a paragraph about the uses of English in everyday life	- Conditionals sentences type 2: review - Relative clauses - Pronunciation: Tones in new and known information	Interviewing to build up an English learner profile	Differences between varieties of English
- Writing a short paragraph using advertising language	- Past simple and past perfect: review - Defining relative clauses - Pronunciation: Continuing or finishing tones	Talking about life on a space station	A holiday out of this world!
- Writing about the roles of teenagers in the future	- Future passive: review - Non-defining relative clauses - Pronunciation: Agreeing and disagreeing tones	Describing the changing roles of schools	Your vision of the future
- Writing about the qualities one needs to be able to do a certain job	- *Despite/In spite of*: review - Verbs + *to*-infinitive/Verbs + V-*ing* - Pronunciation: High tones	Talking about choosing future jobs and reasons for the choices	My future career path

Unit 7

RECIPES AND EATING HABITS

GETTING STARTED

My favourite salad

1 Listen and read.

Nick's mum: Today we're making a prawn salad, which is a favourite of mine.

Mi: Fantastic. I love salad.

Nick's mum: This salad is simple but delicious. Here are the ingredients: prawns, celery, spring onions, mayonnaise, lemon juice, salt and pepper.

Nick: What should I do first, Mum?

Nick's mum: Get a big bowl for me. And then can you wash the celery?

Nick: Sure.

Mi: I can wash the spring onions if you like, Mrs Warner.

Nick's mum: Please, do. I'll boil the prawns.

Mi: So, do English people eat lots of salad?

Nick's mum: Yes, especially in the summertime. People often serve salad as a starter. But salads also make a healthy lunch or supper.

Mi: You're right, they're so versatile. And you can put anything in a salad.

Nick: Mum, the prawns are pink now.

Nick's mum: They're pink?

Nick: Yes.

Nick's mum: Good, they're ready. I'll drain them. Nick, can you peel them? Mi, could you chop the celery and spring onions? You should be careful if you use the red knife – it's sharp.

Mi: Right, everything's ready. What do we do next?

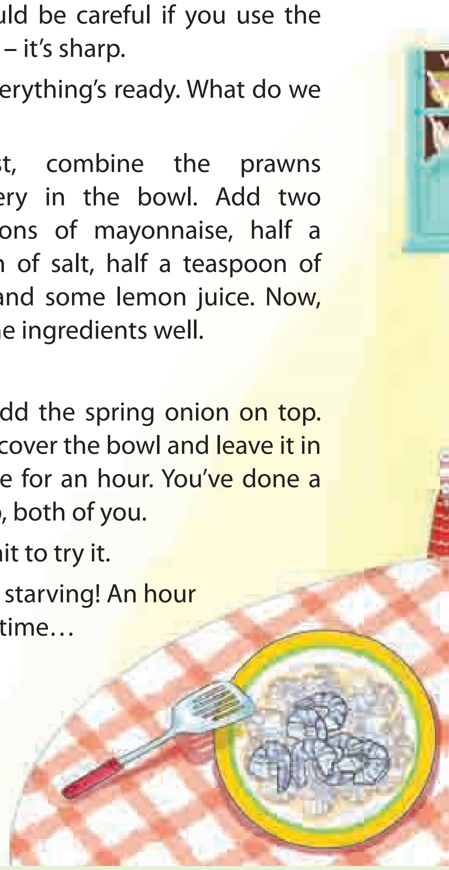
Nick's mum: OK, first, combine the prawns and celery in the bowl. Add two tablespoons of mayonnaise, half a teaspoon of salt, half a teaspoon of pepper and some lemon juice. Now, mix all the ingredients well.

Nick: OK.

Nick's mum: Finally, add the spring onion on top. Now we cover the bowl and leave it in the fridge for an hour. You've done a good job, both of you.

Mi: I can't wait to try it.

Nick: Yeah, I'm starving! An hour is a long time…



1 Ask Ss to open their books and look at the picture and the phrase under **GETTING STARTED**. Ask them some questions:

Who can you see in the picture?

What is there on the table?

Where are the people?

What do you think the people in the picture are talking about?

THIS UNIT INCLUDES:

VOCABULARY
Different dishes
Ways of preparing and cooking

PRONUNCIATION
Tones in statements used as questions

GRAMMAR
Quantifiers: review
Modal verbs in conditional sentences type 1

SKILLS
- Reading for general and specific information about the eating habits of Japanese people
- Talking about the eating habits of Vietnamese people
- Listening for detailed and specific information about teenagers' eating habits
- Writing about the eating habits of a classmate

COMMUNICATION
Discussing the recipe for a dish



Objectives:

By the end of this unit, students can:

- use the lexical items related to dishes and ways of preparing and cooking food
- ask statement questions with the correct intonation
- use some quantifiers correctly
- write and use conditional sentences type 1 with modal verbs
- read for general and specific information about the eating habits of Japanese people
- talk about the eating habits of Vietnamese people
- listen for detailed and specific information about teenagers' eating habits
- write about the eating habits of a classmate

GETTING STARTED
My favourite salad

Introduction

Ask Ss what their favourite dishes are. Elicit answers from Ss and quickly write them on the board.

Write the unit title on the board 'Recipes and eating habits'. Ask Ss to explain the meaning of *recipe* and *eating habits*. After Ss give their answers, explain briefly:

– recipe (n): a set of instructions that tells you how to cook something and the ingredients (items of food, herbs, spices, etc.) you need for it

– eating habits (plural noun): the way a person or group eats, considered in terms of what types of food are eaten, in what quantities, and when

Now start the lesson.

Have Ss answer the questions as a class.

Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the dialogue and add some more details to their answers.

Reference for teachers: Pronunciation of some dishes

Cobb salad /kɒb 'sæləd/	curry /'kʌri/
fajitas /fə'hiːtəs/	steak pie /steɪk paɪ/
lasagne /lə'zænjə/	sushi /'suːʃi/

a **Can you find a word that means:**

1. a light dish served as the first part of a meal
2. have lots of uses
3. pour the water away
4. take off the outer layer of food
5. cut food into pieces with a knife
6. mix

Watch out!

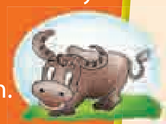
Can't wait is used to emphasise that you are very excited about something.

Example:

She *can't wait* to see her cousin again.

I *can't wait* for my birthday party.

I'm starving! is an informal way of saying that you are very hungry.



b **Find all the words related to the topic of food in the conversation. Put them in the word webs.**





c **Answer the questions.**

1. Who knows the recipe for this salad?
2. Why does Nick's mum like this salad?
3. When are salads popular in England?
4. What does Mi like about salads?
5. What does each person do to prepare the salad?
6. How do we know that Nick wants to eat the salad?

2 **Write the name of each dish in the box under each picture.**

lasagne steak pie curry Cobb salad fajitas beef noodle soup sushi mango sticky rice



A. ______________



B. ______________



C. ______________



D. ______________



E. ______________



F. ______________



G. ______________



H. ______________

Listen, check, and repeat.

3 **a** **In pairs, discuss which country from the box is associated with each dish in 2.**

Viet Nam Thailand Japan The USA Mexico The UK Italy India

b **Fill each blank with the name of a dish in 2.**

1. _____ is a traditional dish made from layers of pasta, meat sauce and tomato sauce. It's popular all over the world.
2. If you like spicy food, you should try _____. It is a dish of meat or vegetables, cooked in a spicy sauce, often served with rice.
3. A _____ is a traditional meat pie served in Britain. Beef steak and gravy are enclosed in a pastry shell and baked in the oven.
4. _____ is a dish of meat and vegetables cut into strips. It is cooked and wrapped inside a flatbread.
5. If you want to eat something healthy, try _____. It is a dish of small cakes of cold cooked rice, flavoured with vinegar and served with raw fish, avocado, etc.

4 FOOD QUIZ

Name ...

1. **ONE** kind of meat
2. **TWO** foods which you have to peel
3. **THREE** foods which are made from milk
4. **FOUR** fruits which are red
5. **FIVE** vegetables which are green

a Have Ss work independently to find the words with the given meanings in the dialogue. Allow Ss to share their answers before asking them to discuss as a class. Remember to ask Ss to read out the lines in the dialogue that contain the words. Quickly write the correct answers on the board.

Key: **1.** starter **2.** versatile **3.** drain **4.** peel **5.** chop **6.** combine

Have Ss look at the **Watch out!** box and quickly read the information. If time allows, ask Ss to make some examples with the expressions.

b Ask Ss to work in pairs and complete the word webs. Call on one pair to write their answers on the board. Other pairs add more words if needed.

Ingredients: salt, pepper, prawns, mayonnaise, lemon juice, celery, spring onions

Preparing and cooking: wash, boil, combine, add, chop, mix, drain, peel

c Have Ss read the questions to make sure they understand them. Ask them firstly to answer the questions without reading the dialogue again. Have Ss exchange their answers with a classmate. Now ask them to check their answers by reading the dialogue again. Ask for Ss' answers.

Key:
1. Nick's mum.
2. Because it's simple and delicious.
3. In the summertime.
4. They are versatile, and you can use lots of different ingredients in a salad.
5. Nick's mum boils and drains the prawns. Nick washes the celery, peels the prawns, and mixes the ingredients. Mi washes the spring onions, chops the celery and spring onions, and mixes the ingredients.
6. Because he is finding it difficult to wait for one hour.

2 Have Ss look at the pictures. Tell Ss that in the box are some dishes from different countries in the world. Ask Ss to write these dishes under the pictures, and then compare their answers in pairs. Play the audio for Ss to check and repeat the answers.

Key + Audio script: A. Cobb salad B. sushi C. steak pie D. fajitas E. lasagne F. mango sticky rice G. beef noodle soup H. curry

3 **a** Have Ss work in pairs to discuss what country in the box is associated with each dish in **2**. Check and confirm the correct answers.

Key: A. The USA B. Japan C. The UK D. Mexico E. Italy F. Thailand G. Viet Nam H. India

b Tell Ss to complete the sentences with the names of the dishes in **2**. The complete sentences will give Ss information about these dishes. Call on two Ss to write their answers on the board.

If time allows, T may organise a short activity to check Ss' short-term memory. Have Ss close their books. Point at each of Ss' answers on the board and quickly Ss have to call out the country where the dish comes from.

Key: **1.** Lasagne **2.** curry **3.** steak pie **4.** Fajitas **5.** sushi

4 Ask Ss to work in groups to do the quiz. The group which has the answers the fastest is invited to read out their answers. Elicit feedback from other groups and ask them to add some other answers.

If there is some time left, have Ss work in their groups and write down a similar quiz. Set a time limit of about five minutes. When time is up, ask the first group to read out a question in their quiz. Ss from other groups give the answers. Other Ss decide if their answers are correct. Continue the activity until all the groups have read out all of their questions or when time is up.

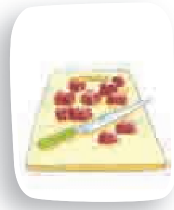
Suggested answer:
1. beef
2. prawn, potato
3. cheese, butter, ice cream
4. strawberry, lychee, cherry, pomegranate
5. broccoli, spinach, lettuce, celery, kohlrabi

A CLOSER LOOK 1

Vocabulary

1 Write a food preparation verb from the box under each picture.

whisk	grate	chop	sprinkle
slice	dip	spread	marinate



A. __________



B. __________



C. __________



D. __________



E. __________



F. __________



G. ________________



H. ________________

2 Complete the sentences with the correct form of the verbs in 1.

1. Don't _____ the cucumber into chunks. _____ it thinly.
2. My mother usually _____ some cheese and _____ it over the pasta.
3. _____ the chicken in white wine for one hour before roasting.
4. To make this cake successfully, you should _____ the eggs lightly.
5. _____ the prawns into the batter.
6. Can you _____ the butter on this slice of bread for me?

3 Match each cooking verb in A with its definition in B.

A	B
1. stir-fry	a. place food over boiling water so that it cooks in the steam
2. deep-fry	b. cook something by keeping it almost at boiling point
3. roast	c. cook food under or over a very strong heat
4. grill	d. cook something slowly in liquid in a closed dish
5. bake	e. cook cakes or bread in an oven
6. steam	f. fry food in oil that covers it completely
7. stew	g. cook thin strips of vegetables or meat quickly by stirring them in very hot oil
8. simmer	h. cook meat, or vegetables without liquid in an oven or over a fire

4 a What can you see in the pictures? Do you know what dish these ingredients are used for?



A CLOSER LOOK 1

Vocabulary

Ask Ss to call out some verbs for preparing and cooking foods they remember from the previous lesson. Tell them that in this lesson they are going to learn some similar verbs. These will help them use the language correctly when talking about recipes.

1 Have Ss work individually to do this exercise and then compare their answers with a classmate. Elicit the answers from Ss and quickly write them on the board. Do not confirm the correct answers at this stage. Have Ss explain the meaning of each verb in English or Vietnamese. Correct Ss' explanations when needed.

- **whisk:** beat eggs, cream, etc., with a special tool to add air and make the food light (đánh trứng, kem…)
- **slice:** cut something into thin flat pieces (thái lát)
- **grate:** rub food (e.g. cheese) against a grater in order to cut it into very small pieces (nạo)
- **dip:** put something quickly into a drink, sauce or batter and take it out again (nhúng)
- **chop:** cut something into pieces with a knife (chặt, cắt)
- **spread:** put a layer of a substance evenly onto the surface of something (phết)
- **sprinkle:** shake small pieces of something, or drops of a liquid, on something (rắc)
- **marinate:** pour a mixture, usually containing oil, wine or vinegar, and herbs and spices, over meat or fish before it is cooked to add flavour or make it tender (ướp)

Now have Ss look at their answers on the board and say if these are correct.

Key:

A. chop	B. slice	C. grate	D. marinate
E. whisk	F. dip	G. sprinkle	H. spread

2 The purpose of this exercise is to help Ss use the verbs correctly to talk about food preparation. Ask Ss to work in pairs to do the exercise. Check the answers as a class. If time allows, have Ss make sentences.

Key:

1. chop; Slice	2. grates; sprinkles	3. Marinate
4. whisk	5. Dip	6. spread

3 Have Ss do this exercise individually and then compare their answers with a partner. Check and confirm the correct answers. Have Ss give the Vietnamese translation of the words if needed.

Key: 1. g 2. f 3. h 4. c 5. e 6. a 7. d 8. b

4 a Ask Ss to answer the two questions. Elicit their answers. Ask them if they have ever eaten or made a pizza. If Ss have eaten pizza, ask them if they like the dish. If they have made a pizza themselves, ask them to describe the process of making one briefly.

Key:

tomato sauce, onion, cheese, apple, bacon, pizza base → pizza

b **Complete the instructions below with the verbs in 1 and 3. One verb is used twice.**



1. _____ the onion, bacon and an apple.



2. _____ the cheese.



3. _____ the tomato sauce on the pizza base.



4. _____ the cheese on the pizza base.



5. _____ the chopped onion, bacon and apple on top.



6. _____ the pizza in the oven for about 10 minutes.

Do you think you can make a pizza yourself?

Pronunciation

Tones in statements used as questions

REMEMBER!

A statement can be used as a question to check that the information we have is correct. When we pronounce a statement question, our voice goes up at the end.

Listen to this part of the conversation in **GETTING STARTED** again and pay attention to the tone of Nick's mum's statement question.

Nick: Mum, the prawns are pink now. (statement)
Nick's mum: They're pink? (statement question)
Nick: Yes.

In contrast, our voice goes down at the end of a *Wh*-question.

Example:
Where did I put my glasses?



5 **Listen to the conversations. Draw ↘ or ↗ at the end of each line. Practise the conversations with a partner.**

1. A: What do we need to make a pizza?
   B: A pizza base, some cheese, some bacon, an onion, and an apple.
   A: An apple?
   B: Yes, an apple.
2. A: What's for dinner?
   B: We're eating out tonight.
   A: We're eating out?
   B: Right.
3. A: I can't eat this dish.
   B: Why not?
   A: I'm allergic to prawns.
   B: Allergic to prawns?
   A: Yes, my skin turns red when I eat them.

6 **a** **Work in pairs. Complete the mini-dialogues with suitable statement questions.**

1. A: Let's have pasta tonight.
   B: I don't like pasta.
   A: ______________________________?
   B: No. It makes me fat.
2. A: What should I do next?
   B: Add some salt to the salad.
   A: ______________________________?
   I thought you didn't like salty food.
   B: But it's so tasteless.

b **Practise the mini-dialogues using the correct intonation.**

b Have Ss complete the instructions individually and then compare their answers with a partner. Check the answers as a class. Ask Ss who have not made a pizza before if they can make a pizza themselves after reading the instructions.

Key:

1. Chop	2. Grate	3. Spread	4. Sprinkle	5. Spread	6. Bake

Pronunciation

Tones in statements used as questions

Explain to Ss the meaning of 'statement' (a telling sentence that ends with a full stop) and 'statement question' (used to check information; has the order of a statement but ends with a question mark).

Play the part of the conversation in **GETTING STARTED** which includes a statement question. Ask Ss to pay attention to the intonation of the sentences. Ask them to give comments.

Now have Ss read the information in the **REMEMBER!** box. Answer any questions from Ss, and ensure that Ss understand the information.

5 Ask Ss to read through the three conversations. Play the recording for Ss to draw appropriate arrows to indicate the intonation of each sentence. Have Ss compare their answers in pairs. Call on some pairs to read the conversations out loud. Correct any mistakes.

For a more able class, have Ss work in pairs and draw the arrows first. Then play the recording for them to check their answers.

Audio script + Key:

1. A: What do we need to make a pizza?
   B: A pizza base, some cheese, some bacon, an onion, and an apple. ↘
   A: An apple? ↗
   B: Yes, an apple. ↘
2. A: What's for dinner? ↘
   B: We're eating out tonight. ↘
   A: We're eating out? ↗
   B: Right. ↘
3. A: I can't eat this dish. ↘
   B: Why not? ↘
   A: I'm allergic to prawns. ↘
   B: Allergic to prawns? ↗
   A: Yes, my skin turns red when I eat them. ↘

6 a Ask Ss to work in pairs to complete the mini-dialogues with suitable statement questions. Call on some pairs to write their answers on the board. Give comments when needed.

b Have Ss practise the mini-dialogues and act them out in front of the class with the correct intonation. Ask other Ss to comment.

If time allows, let Ss write their own mini-dialogues with statement questions.

Suggested answer:

1. You don't like pasta? ↗/Don't like pasta? ↗
2. Add some salt? ↗

A CLOSER LOOK 2

Grammar

Quantifiers: review

1 Fill each blank with *a, an, some,* or *any*.

Tom: Nina, you're drinking (1)_____ cola for breakfast?

Nina: Yes, (2)_____ glass of Coke and (3)_____ crisps. That's my favourite.

Tom: Don't you know that is a very bad way to start your day?

Nina: Why is it bad?

Tom: Breakfast is the first meal of the day, so it's very important to eat nutritious things.

Nina: Such as?

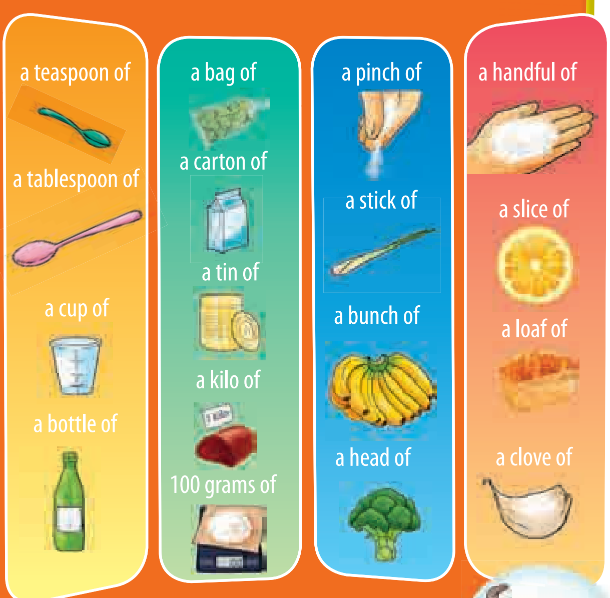
Tom: If you can't cook (4)_____ food yourself, have (5)_____ bowl of cereal and (6)_____ milk. Then eat (7) _____ apple.

Nina: But there isn't (8) _____ milk in the fridge.

Tom: Go out and buy (9) _____.

Look out!

When talking about food and recipes, we usually use food quantifiers to specify the quantity. Here are some of them:





2 Match the food quantifiers with the nouns. Some quantifiers can go with more than one noun.

1. a teaspoon of	a. milk
2. a bottle of	b. garlic
3. 300 grams of	c. celery
4. a stick of	d. cabbage
5. a bunch of	e. salami
6. a head of	f. beef
7. a slice of	g. sugar
8. a clove of	h. grapes

3 a Read the instructions to make a chicken salad. Fill each blank with a word/phrase in the box.

tablespoons | some | an
200 grams | teaspoon (x2)



Boil (1)_____ of lean chicken. While the chicken is cooking, wash two cucumbers, chop them in half and slice them. Then peel (2)_____ onion and slice it. Mix the sliced cucumber and onion in a bowl. Add two (3)_____ of vinegar, a (4)_____ of salt and a (5)_____ of sugar into the bowl and mix well. Leave the mixture to marinate for 10 minutes. Now slice the cooked chicken and combine it with the mixture in the bowl. Before eating, add (6)_____ pepper.

b Work in pairs. Think about a simple salad. Write the instructions on how to make it using the quantifiers and cooking verbs you have learnt. Share the instructions with the whole class. Vote for the best salad.

A CLOSER LOOK 2

Grammar

Quantifiers: review

Ask Ss what a quantifier is. If needed, briefly explain to them that a quantifier is a word or phrase that expresses quantity or amount. Tell Ss that they have already learnt, and know, quite a few quantifiers. Elicit examples from Ss.

T may organise a short warm-up activity with this content. Ss work in pairs to write down all quantifiers they know in two minutes. The winner is the pair which has the most answers.

1 Ask Ss about the use of the four quantifiers. Make any necessary comments. Have Ss do this exercise individually and then compare their answers in pairs.

Key:

1. a 2. a 3. some 4. some/any 5. a 6. some 7. an 8. any 9. some

Tell Ss that when talking about recipes people usually use food quantifiers and that the **Look out!** box contains the most common ones.

Have Ss read the information in the **Look out!** box. Explain any unclear points. If time allows, ask Ss to give examples with the quantifiers. Ss may also add some more food quantifiers they know to the list.

2 Have Ss do the exercise individually and then compare their answers with a partner. Remind them that some quantifiers can go with more than one noun. Check the answers as a class.

Key:

1. a, g 2. a 3. f, g 4. c 5. h 6. b, d 7. e, f 8. b

3 a Have Ss work in pairs to read the instructions to make a chicken salad and to fill each blank with a word/phrase from the box. Check as a class.

Key:

1. 200 grams 2. an 3. tablespoons 4. teaspoon 5. teaspoon 6. some

b Ask Ss to work in pairs, and think about a simple salad they know. Together Ss write the instructions to make it. Call on some pairs to read aloud their instructions. Other Ss listen, make comments, and vote for the best salad.

T may also organise a competition. Have Ss work in groups to write the instructions to make a salad on a big piece of paper. Once they have finished, each group sticks their instructions on the board. A board of five Ss act as examiners. This board reads the instructions and gives each group a mark.

Modal verbs in conditional sentences type 1

4 **Read these sentences from the conversation in GETTING STARTED. Pay attention to the underlined part and answer the questions.**

Mi: I can wash the spring onions if you like, Mrs Warner.

…

Nick's mum: … You should be careful if you use the red knife – it's sharp.

1. What does *can* in the first sentence express?
2. What does *should* in the second sentence express?

In conditional sentences type 1, we use a **simple present tense** in the ***if*-clause** and ***will*** + **bare infinitive** in the main clause. This is the standard form.

Instead of ***will***, we can use other modal verbs such as ***can, must, may, might*** or ***should*** in the main clause to express ability, permission, advice, possibilities, necessity, etc.

Example:
- If you cut your finger, it **will** bleed. (standard form)
- If you finish your dinner, you **can** watch TV. (permission)
- She **can** learn to become a good cook if she tries hard. (ability)
- If he likes eating spicy food, he **may/might** add chilli. (possibility)
- If you don't want to get burnt, you **must** follow these safety instructions. (necessity)
- If you feel unwell, you **shouldn't** eat fast food. (advice)

5 **Match the first half of the sentence in A with the second half in B.**

A	B
1. If we have more money,	a. if he wants to eat them raw.
2. If she eats less fast food,	b. you should use less salt.
3. He must wash the vegetables carefully	c. we can eat out more often.
4. If you cook for Hung,	d. you can have a bar of chocolate tomorrow.
5. My mum may be surprised	e. she may lose weight.
6. If you eat healthy food tonight,	f. if my dad cooks dinner.

6 **What will you say in these situations? Use suitable modal verbs with conditional sentences type 1.**

Example:

Your friend, Mai, is not good at cooking, but she wants to study abroad. You think learning to cook is a good idea because she can cook for herself when she's away from home. Give her some advice.

→ *If you want to study abroad, you should learn to cook.*

1. Your father likes salty food, but you think it is necessary to reduce the amount of salt in his food. Otherwise, his health will suffer. You share your opinion with him.

→ ______________________________.

2. Your brother is a good eater. He's able to eat three bowls of rice when he's hungry. You tell this to your friend.

→ ______________________________.

3. You want to take a cooking class. Your mum agrees but asks you to choose a class at the weekend. Here is what she says to you.

→ ______________________________.

4. Your friend offers you a slice of pork, but you see that it is undercooked. You refuse because it is possible that you will have a stomachache. You tell this to her.

→ ______________________________.

5. Your sister is making a cake. You advise her to whisk the eggs for 10 minutes so that the cake is lighter.

→ ______________________________.

Modal verbs in conditional sentences type 1

4 Have Ss read the two given sentences and answer the questions. Elicit their answers and confirm the correct ones.

Key:
1. ability **2.** advice

Ask them to give the standard form of conditional sentences type 1. T may call on one student to write the form on the board. Now have Ss read the information and examples in the grammar box. Write the form of the examples on the board:

If + S + V (present simple), S + can/must/may/might/should + V (infinitive).

5 Have Ss do the exercise individually and then compare their answers in pairs. Ask some Ss to read out loud the complete sentences.

Key: **1.** c **2.** e **3.** a **4.** b **5.** f **6.** d

6 Have Ss work in pairs to read the situations and write appropriate *if*-sentences. Call on some Ss to write their sentences on the board. Give necessary correction.

If time allows, organise a quick game. Ss work in groups and write down two situations. After five minutes, have a representative from one group stand up and read out one situation. This student points at a random student in another group to give a conditional sentence type 1 with a modal verb. If the sentence is correct, the group gets one point. The groups take turns to read their situations. The winner is the group with the most points. Make sure the groups have equal opportunities to give the answers.

Suggested answers:

1. If you want to have good health, you must reduce the amount of salt in your food.
2. If my brother is hungry, he can eat three bowls of rice.
3. You can take a cooking class if it is at the weekend.
4. If I eat this undercooked pork, I may have a stomachache.
5. You should whisk the eggs for 10 minutes if you want a lighter cake.

COMMUNICATION

Extra vocabulary

purée | shallot | garnish
cube | tender

1 Look at the picture. Answer the questions.

1. Can you guess the name of the dish in the picture?
2. What do you think the ingredients are for this dish?



2a Now listen to the first part of a talk where Mi is presenting how to prepare the ingredients. Check your answers.

b Listen to the first part of the talk again. Fill each blank with a word/phrase.



Ingredients:
- (1) ______ of pumpkin
- (2) ______ shallots
- (3) ______ of celery
- (4) ______ of butter
- (5) ______ of fresh cream
- (6) ______ of salt

Preparation:
- (7) ______ the pumpkin, and (8) ______ it into cubes
- (9) ______ the shallots and (10)______ them
- wash the celery and remove the (11)______

3 a Read the steps to make the dish. Rearrange them into the correct order.

a. Add the cream and simmer for 2 to 3 minutes.
b. Heat the butter in a deep pan, add the shallots and celery and stir fry for a few minutes.
c. Purée the soup in a mixer until it is smooth.
d. For the finishing touch, garnish it with some celery leaves.
e. Add the pumpkin and stir fry for a few more minutes.
f. Add 750ml of water and a pinch of salt and cook until the pumpkin is tender. Cool for 10 minutes.

b Listen to the second part of the talk and check your answer.

c Listen to the second part again. What are the health benefits of this dish?

4 a Work in groups. Choose a dish you like. Discuss its ingredients, how to prepare it and the steps to cook it. Write your ideas on a large sheet of paper.



Name of the dish: ______________________

Ingredients: ______________________

Preparation: ______________________

Steps: ______________________

Benefits of the dish: ______________________

b Organise a gallery walk. Move around to each group and listen to their presentation. Vote for the best dish.



COMMUNICATION

Tell Ss that in this lesson they will have the opportunity to learn how to cook one kind of soup.

Go through the Extra vocabulary with Ss. If Ss do not know any word in the box, quickly teach it. To teach the words *shallot* and *cube*, T may draw the pictures on the board. To teach other words, use simple explanations and examples or give definitions.

– purée (v): make fruit or vegetables into a thick, smooth sauce, usually in a blender
– garnish (v): decorate a dish of food with a small amount of another food
– tender (adj): soft or easy to chew e.g. 'my grandmother can only eat beef if it is tender, so my mother has to stew it for one hour'

1 Have Ss look at the picture and answer the questions. Quickly elicit their answers and write them on the board. Do not confirm the correct answers now.

2 a Play the first part of the recording for Ss to check their answers. Confirm the correct ones.

Key: **1.** pumpkin, celery, shallots, butter, salt, cream

b Play the recording again for Ss to do the exercise. Have them compare their answers in pairs. Call on two Ss to write their answers on the board. Ask other Ss to correct these answers if needed. Play the recording one more time for Ss to check their answers.

Audio script (part 1): Pumpkin soup is my family's favourite soup. We usually have it for breakfast with some slices of bread. It's quick and simple to cook.
The ingredients are: a kilo of pumpkin, two shallots, two sticks of celery, two tablespoons of butter, two tablespoons of fresh cream, and a pinch of salt.
Before cooking, peel the pumpkin and chop it into cubes. Peel the shallots and slice them. Next, wash the celery and remove the leaves.

Key:	**1.** a kilo/one kilo	**2.** two	**3.** two sticks	**4.** two tablespoons	**5.** two tablespoons
	6. a pinch	**7.** peel	**8.** chop	**9.** peel	**10.** slice **11.** leaves

3 a+b Have Ss read the steps to cook the soup and try to rearrange the steps. Ask some Ss to write their order on the board. Play the recording for Ss to check their answers. Ask Ss to comment on the orders on the board. If there are any unclear points, play the recording a second time.

Key: **1.** b **2.** e **3.** f **4.** c **5.** a **6.** d

c Without playing the recording again, ask Ss about the benefits of the soup. If Ss are not sure about any points, play the recording again. Have one student talk about the benefits.

Key:
- a good source of fibre, minerals, and vitamins, especially vitamin A
- improve your eyesight and protect yourself from certain cancers

Audio script (part 2): Here are the steps to make the soup:
– Heat the butter in a deep pan, add the shallots and celery and stir fry for a few minutes.
– Add the pumpkin and stir fry for a few more minutes.
– Add 750ml of water and a pinch of salt and cook until the pumpkin is tender. Cool for 10 minutes.
– Purée the soup in a mixer until it is smooth.
– Add the cream and simmer for 2 to 3 minutes.
– For the finishing touch, garnish it with some celery leaves.
Pumpkin soup is very healthy. It's a good source of fibre, minerals, and vitamins, especially vitamin A. If you eat this soup regularly, you can improve your eyesight and protect yourself from certain cancers.

4 a Have Ss work in groups to discuss a dish they like. Ss take notes of the ingredients, how to prepare the dish, and the steps to cook it on a big piece of paper. Move around to provide any necessary help.

b Ask groups to stick their answers on the walls around the class. Ask other Ss to move around to each group and listen to the group's presentation about the dish. Have Ss vote for the best dish and explain the reasons.

SKILLS 1

Reading

1 **Work in pairs. Answer the questions.**






1. What can you see in each picture?
2. Have you ever tried the dishes in the pictures? If so, how did you find them?

2 **Now read an article about Japanese eating habits. Match the headings (1-3) with the paragraphs (A-C).**

1. The art of arranging dishes
2. The habit of having raw food and simple sauces
3. Components in a typical Japanese meal

Japanese people are famous for their well-balanced and healthy diet. That is the main reason for their longevity.

A Typically, a Japanese meal consists of rice, miso soup, the main dish(es) and pickles. Rice is the staple and plays a central part in people's eating habits. Japanese rice is sticky and nutritious, so when combined with the main dishes and the soup, they make a complete meal. The portions of each dish are individually served.

B The most important characteristic of their eating habits is they like raw food and do not use sauces with a strong flavour. Two typical examples are sashimi and sushi. The Japanese make sashimi simply by cutting fresh fish. Then they serve it with a dipping sauce made from soy sauce and spicy Japanese horseradish (wasabi). Sushi is similar. The cooked, vinegared rice can be combined with raw fish, prawn, avocado, cucumber or egg. Sushi is usually served with soy sauce and pickled ginger.

C It is said that the Japanese eat with their eyes. Therefore, the arrangement of dishes is another significant feature of their eating habits. If you join a Japanese meal, you may be excited to see how the colourful dishes are arranged according to a traditional pattern. In addition, there are plates and bowls of different sizes and designs. They are carefully presented to match the food they carry.



3 **Read the article again and answer the questions.**

1. What is the most important feature of Japanese eating habits?
2. How do they make sashimi?
3. What sauce can both sashimi and sushi be served with?
4. How many components are there in a typical Japanese meal?
5. How is rice important in Japanese meals?
6. Why do people say that the Japanese eat with their eyes?

Speaking

4 **Work in groups. Discuss the eating habits of Vietnamese people. You can use the following questions as cues.**

1. What is the most important feature of Vietnamese eating habits?
2. What are the typical components in a Vietnamese meal?
3. What is the staple of our country?
4. How are the dishes arranged?
5. Are there any other characteristics of our eating habits that you know?
6. In general, do Vietnamese people have healthy eating habits?

5 **Imagine that you take part in an international competition in which competitors talk about the eating habits of their own country. Present your group's ideas about Vietnamese eating habits.**

SKILLS 1

Reading

1 Have Ss work in pairs to discuss the questions. Elicit their answers. Because it is an open activity, accept different answers.

Suggested answers:	Picture A:	different types of sushi
	Picture B:	miso soup
	Picture C:	a bowl of rice
	Picture D:	sliced cucumber/pickled cucumber

2 Ask Ss to read the headings quickly. Make sure they understand the meaning of each heading. Now Ss read the paragraphs and match them with the headings. Ask them to compare their answers with a classmate. Elicit their answers.

Key: A. 3 B. 2 C. 1

3 Have Ss read the article again to answer the questions. Ss can underline parts of the text that help them with the answers. Ask Ss to compare their answers before giving the answers to T. Ask them to give evidence when giving the answers.

Key:
1. They like raw food and do not use sauces with a strong flavour.
2. They cut fresh fish.
3. Both can be served with soy sauce.
4. There are four (rice, miso soup, main dish(es), pickles).
5. Rice is the staple food and is very nutritious.
6. Because the dishes are presented in different bowls and plates, and are arranged carefully according to a traditional pattern.

Speaking

This part helps Ss understand more about the eating habits of Vietnamese people.

4 Have Ss work in groups to discuss the eating habits of Vietnamese people. Ss use the questions provided as cues. Move around the class to provide help. Ask the groups to organise their ideas to prepare for a short presentation.

5 Have one group of Ss act as examiners and other groups as competitors. The groups take turns to present their ideas. If there is not much time left, allow about two or three groups to present. Invite comments from the examiners. Give additional comments.

Reference for teachers **(this note provides some general information; T can add more specific details to match the context of each area)**

Vietnamese eating habits

Vietnamese food is varied and distinctive. It is considerably low fat and high in carbohydrates. Traditional Vietnamese cooking usually uses fresh ingredients, little dairy and oil, and various herbs and vegetables. Different sauces such as fish sauce, shrimp paste, and soya sauce are quite popular in various regions.

There is no concept of 'courses' in a Vietnamese meal. A meal consists of various dishes: main dish (meat, fish, egg or tofu), vegetable, soup and rice. Rice is the staple in Viet Nam. In many families, people eat around a tray of food with a small bowl of fish sauce in the middle. Around this bowl are the dishes. If people place the food on a table, a similar arrangement is followed. Dishes are served communally. Usually there is a big dish/bowl of each dish, and people use chopsticks and spoons to get their share.

In general, Vietnamese food is considered healthy and is popular in other countries.

SKILLS 2

Listening

1 **Work in pairs. One of you looks at Picture A, and the other looks at Picture B on page 17. Ask each other questions to find out the differences between your pictures.**

Picture A



What do the pictures tell you?

2 ***4Teen* Radio is asking two students about their eating habits. Listen to what they say and decide if the statements are true (T) or false (F).**

	T	F
1. Nicolas gets up too late to have a real breakfast.		
2. It's difficult to buy his lunch at the school canteen.		
3. He's considering changing his eating habits.		
4. Both Maya and her brother have good eating habits.		
5. She thinks breakfast should include nutritious food.		
6. She cooks dinner for her family.		

3 **Listen again and complete the table. Use no more than three words for each blank.**

Name	Breakfast	Lunch	Dinner
Nicolas	some (1)______	buys at school canteen • a (2)______ • a packet of (3) ______ • a cola	• (4) ______ • noodles • egg • few (5)______
Maya	• a bowl of (6) ______ • a glass of milk • (7)______	brings lunch box • (8) two ______ • (9) a ______ • salad • sometimes sushi	favourite: • (10)______ • lean grilled chicken

Writing

4 **Work in pairs. Ask and answer questions about each other's eating habits. Take notes of your partner's answers in the table.**

Name	Breakfast	Lunch	Dinner

Do you think your partner has healthy eating habits? Why/Why not?

Is there anything he/she should change if he/she wants to be healthier?

5 **a** **Write about your partner's eating habits. Include information about his/her meals, your opinion about his/her eating habits and possible changes.**

b **Exchange your work and give comments.**

SKILLS 2

Listening

1 Have Ss do this activity in pairs. They ask each other questions to find out the differences between the two pictures. Elicit the answers from Ss. Ask them to describe the underlying meaning of the pictures.

Suggested answers:

- Picture A: A boy is eating chocolate. On the table there are junk foods such as crisps, a hamburger, soft drinks, and sweets. The boy looks fat.
- Picture B: A girl is having rice. On the table we can see soup, fish, vegetables, and watermelon. The girl looks slim and fit.
- Meaning: They show the contrast between healthy eating and unhealthy eating.

2 Tell Ss that they are going to listen to two students talking about their eating habits. Before listening, Ss read through the statements to make sure they understand them and to underline key words. Play the recording for them to do the exercise. Call on one student to write the answers on the board. Ask other Ss if they agree with them. Play the recording a second time for Ss to check. Don't confirm the correct answers now.

3 Without listening to the recording again, Ss complete the table by filling each blank with no more than three words. Have Ss compare their answers with a classmate before giving T the answers. Ask two Ss to write their answers on the board. Play the recording one last time to confirm the answers for both **2** and **3**.

Key:

2	1. T	2. F	3. T	4. F	5. T	6. F
3	1. biscuits	2. hamburger	3. crisps	4. fried beef	5. vegetables	
	6. cereal	7. a banana	8. slices of bread	9. boiled egg	10. steamed fish	

Audio script:

Nicolas: I don't have a proper breakfast. I never have time because I always get up late. Normally, my mum buys a packet of biscuits and I have some on the school bus. At lunchtime, I'm always hungry, so I have a hamburger, a packet of crisps, and a cola. I can easily get them at the school canteen. For dinner, I like fried beef, noodles, and eggs. I don't really eat vegetables because they aren't tasty. My mum says my eating habits are unhealthy. I'm thinking about changing them. If I continue eating like this, I may become overweight.

Maya: My brother doesn't have healthy eating habits, but I do. For breakfast, I usually have a bowl of cereal, a glass of milk, and a banana. It's important to start a new day with a good breakfast, so I tend to have nutritious things. I don't buy lunch at school; instead, I prepare my lunch box with two slices of bread, a boiled egg, and salad. Sometimes, my mum makes sushi for my lunch. In the evening, my mum and I cook dinner. My favourite is steamed fish. Lean grilled chicken is also a dish I like for dinner.

Writing

4 Ask Ss to work in pairs. They ask and answer questions about each other's eating habits, and take notes of their partner's answers in the table.

After that give Ss a few minutes to read their notes again to answer the questions provided.

T should move around to give comments as there may not be enough time for checking with the whole class.

5 a+b Ask Ss to write about their partner's eating habits. When they have finished, Ss exchange their writing to spot any mistakes. Have Ss share the mistakes with the whole class. T may collect some Ss' work to mark at home, or T may ask them to rewrite the exercise as homework. In this case, remember to ask for Ss' revised work in the next lesson.

Sample writing:

My friend, Trang, does not have healthy eating habits. She sometimes skips breakfast. When she has it, she usually buys a hamburger and a soft drink from a café near our school. For lunch, her favourite is fried rice and deep-fried chicken. The good thing is that she prefers to have dinner at home. However, she likes eating a lot of rice and fatty pork for dinner. She rarely eats vegetables, but loves fruits.

I think Trang should change her diet. First, if she wants to have more energy for the day, she should never skip breakfast. Second, she must reduce the amount of fast food she eats. Also, eating more vegetables would be good for her. She should also eat less rice for dinner. These changes will definitely keep her fit.

LOOKING BACK

Vocabulary

1 Match the words in A with their description or definition in B.

A	B
1. garnish	a. drop a few pieces or drops of something over a surface
2. versatile	b. put something quickly into a sauce and take it out again
3. purée	c. pour a mixture, usually containing oil, wine or vinegar and herbs and spices, over meat or fish before it is cooked to add flavour or make it tender
4. dip	d. decorate a dish of food with a small amount of another food
5. sprinkle	e. having many different uses
6. marinate	f. remove the outer layer of food
7. whisk	g. make fruit or vegetables into a thick, smooth sauce, usually in a blender
8. peel	h. beat eggs, cream, etc., to add air and make the food light

2 Write a verb for a cooking method under each picture. The first letter has been provided.


A. s__________


B. d__________


C. s__________


D. b__________


E. r__________


F. g__________


G. s__________________


H. s__________________

3 Fill each blank with a word/phrase in the box. There is one extra word.

stew	sushi	grill
steam	hamburger	deep-fry





Well, I think there are some ways to keep fit. Firstly, we should eat healthily. Don't eat too much fast food. Some people have a big (1)______ and a soft drink for lunch. It isn't a good idea because that meal doesn't include any vegetables. Instead, if they want to have a quick healthy lunch, they should buy some avocado (2)______. Secondly, we shouldn't (3)______ food. We should (4)______ it. Steamed dishes don't use any fat. If you like, you can also (5)______ lean meat with vegetables. It's healthy and nutritious.

Grammar

4 Circle the correct answer.

1. Don't put too much bacon in the dish. A *pinch/ slice* is enough.
2. To make this soup, you need two *slices/sticks* of celery.
3. There isn't *some/any* butter in the fridge. We should go to the supermarket to buy *some/any*.
4. Can you go to the convenience store and buy me a *tin/bag* of rice?
5. Slice a *clove/loaf* of garlic, then add some honey.
6. Look! This *bunch/cup* of grapes is so fresh.

5 Complete the sentences with your own ideas. Use the modal verbs provided.

1. If you keep eating fast food, ____________________ ______________________________. (might)
2. If you promise to finish your homework tonight, __________________________________. (can)
3. ______________________________________ if he doesn't want to have toothache. (should)
4. ______________________________________ if she wants to lose weight. (must)
5. If you join this cooking lesson, _________________ __________________________________. (can)

LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

Vocabulary

1 Have Ss do this exercise individually and then compare their answers with a partner. Call on Ss to read out loud their answers.

Key:

1. d **2.** e **3.** g **4.** b **5.** a **6.** c **7.** h **8.** f

2 Ask Ss to complete the words individually. Check Ss' answers as a class. If time allows, call on one or two Ss to write their answers on the board.

Key:

A. steam	B. deep-fry	C. stir-fry	D. bake
E. roast	F. grill	G. simmer	H. stew

3 Ask Ss to do this exercise individually. Have some Ss read out their answers. Confirm the correct ones.

Key:

1. hamburger **2.** sushi **3.** deep-fry **4.** steam **5.** stew

Grammar

4 Have Ss do this exercise individually. Check the answers as a class. T may ask Ss to explain their choice.

Key:

1. slice **2.** sticks **3.** any - some **4.** bag **5.** clove **6.** bunch

5 Ask Ss to write the sentences individually. Have two Ss write the sentences on the board. Ask other Ss to give comments. Correct the sentences if needed.

Suggested answers:

1. If you keep eating fast food, you might become overweight.
2. If you promise to finish your homework tonight, you can go to the cinema with your friend.
3. He should eat less sweets if he doesn't want to have toothache.
4. She must eat less rice and bread if she wants to lose weight.
5. If you join this cooking lesson, you can cook many delicious dishes.

Communication

6 Rearrange the lines to make a complete conversation.

A. That's right. It's the first time I've made them.
B. What a pleasant Sunday morning it is!
C. Shall I peel the bananas for you?
D. I can't wait to try your first pancakes! They look delicious.
E. Yes. It's cool and sunny. What are you doing?
F. I'm making some pancakes.
G. Sure, you can give me a hand if you want to.
H. Really? Will we have them with honey?
I. Some pancakes?
J. Yes, some honey and some slices of banana.

Picture B



Finished! Now I can…	✓	✓✓	✓✓✓
• use lexical items related to dishes and ways of preparing and cooking some food • ask statement questions with the correct intonation • use some quantifiers correctly • write and use conditional sentences type 1 with modal verbs • read for general and specific information about the eating habits of Japanese people • talk about the eating habits of Vietnamese people • listen for specific and detailed information about teenagers' eating habits • write about the eating habits of a classmate			

PROJECT

A survey on eating habits

1 Work in groups. Go to other classes and ask different students about their eating habits. Write the students' answers in the table.

Question	Student 1	Student 2	Student 3	Student 4	Student 5
1. How often do you eat fast food?					
2. How often do you eat homemade food?					
3. How many meals do you have per day?					
4. Which meal is the most important to you?					
5. Which do you prefer: eating at home or eating out?					
6. What is your favourite dish?					





2 Now work together again. Analyse the answers you have got and organise them in the form of an answer to each question. This could be done using a visual organiser such as a chart.

3 In general, do the students at your school have healthy eating habits? Present your group's findings to the class.

Communication

6 Have Ss rearrange the lines to make a complete conversation, first individually and then share their answers with a partner. Ask some pairs to read out loud the conversation.

Key:
1. B **2.** E **3.** F **4.** I **5.** A **6.** H **7.** J **8.** C **9.** G **10.** D

Finished!

Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice if necessary.

PROJECT
A survey on eating habits

The project helps Ss to learn more about their schoolmates' eating habits. To gain the best results, tell Ss about the project early in the unit (i.e. when you teach the **COMMUNICATION** section), so that they have enough time to gather and analyse the information. Activities **1** and **2** can be done as homework.

1 Have Ss work in groups of four or five. They go to other classes and ask different Ss about their eating habits. To reduce the workload, each student interviews three other Ss and records their answers in the table. This should be done early in the unit.

2 Group members meet together and organise the answers in the form of an answer to each question.
The following table can serve as an example. This summarises the answers of 12 Ss (Ss work in groups of 4).

Question	St 1	St 2	St 3	St 4	St 5	St 6	St 7	St 8	St 9	St 10	St 11	St 12
1. How often do you eat fast food?												
2. How often do you eat homemade food?												
3. How many meals do you have per day?												
4. Which meal is the most important to you?												
5. Which do you prefer: eating at home or eating out?												
6. What is your favourite dish?												

Their findings might look like this:

– Question 1: Of 12 students answered, only three usually eat fast food. Four of them sometimes eat fast food, and five never have this kind of food.

– Question 2: …

3 Have groups present their findings to the class. Finally, they conclude whether Ss at the school have healthy eating habits.

Unit 8 TOURISM

GETTING STARTED

Travel plans

1 Listen and read.

Nick: Hi, Chau. How are things?

Chau: Good. Have you made up your mind about where to go on holiday?

Nick: Well, I've narrowed it down to two countries – my first choice is France and my second is Japan. What do you think?

Chau: Well, France is one of the largest countries in Europe. Since we've got a four-week summer holiday, you could go on a cycling tour of the country or go on a package tour.

Nick: No, I'm not into package tours. I'd like to visit the Alps, and climb Mont Blanc - the highest mountain in Western Europe. I'd also love to explore Paris, and go sightseeing in the historic city of Versailles.

Chau: Sounds exciting! I think it's quite warm there, much warmer than in Britain. I can just picture you, tanned and relaxed, tasting delicious local specialities like frogs' legs and snails!

Nick: Ha ha! That's not really my cup of tea. Perhaps I should go to Japan and stay at a seaside resort, eating sushi and sashimi every day! Anyhow, Japan is only my second choice.

Chau: Right. So what do your parents think about your plans?

Nick: Oh, they're cool. I'm glad that they let me make my own decisions.

Chau: Lucky you. Whatever you decide, you'll have a good time.

Nick: So what about you? Planning anything?

Chau: Well, my family … (fades out)



Now begin the new unit. Write the unit title on the board. Tell Ss that this unit is about travelling and tourism. T may ask Ss to name some famous tourist attractions in Viet Nam, especially those in or near their region.

THIS UNIT INCLUDES:

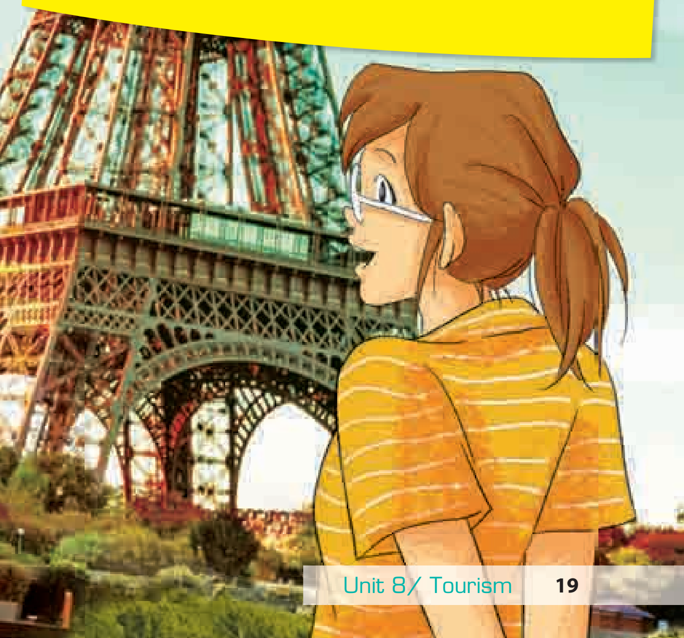
VOCABULARY
Tourism
Compound nouns

PRONUNCIATION
Tones in asking for information

GRAMMAR
Articles: other uses

SKILLS
- Reading for general and specific information about a tourist attraction
- Talking about one's choice of holiday
- Listening for specific information about the benefits of tourism to an area/country
- Writing a paragraph about the negative effects of tourism on an area/country

COMMUNICATION
Discussing a place/country you would like to visit on holiday



Objectives:

By the end of this unit, students can:

- use the lexical items related to tourism
- identify tones in asking for information and ask questions for information with the correct intonation
- use common compound nouns correctly
- use *a, an, the* and *zero article* correctly and appropriately
- read for general and specific information about a tourist attraction
- talk about their choices of holiday
- listen for specific information about the benefits of tourism to an area/country
- write a paragraph about the negative effects of tourism on an area/country

GETTING STARTED
Travel plans

Introduction

Before starting the new lesson, let Ss review the previous unit by making a comparison.

Divide the board into two columns with a heading in the middle: "Eating habits" and some key words: *staple foods, famous dishes, special foods at festivals*, … On the top of one column write *Western* and on the other write *Vietnamese*. Ask Ss to use the key words to compare these two. Alternatively, ask Ss to compare the eating habits of old people and teenagers in Viet Nam (any differences? any changes?)

Then ask Ss to name famous foods and specialities of Viet Nam that foreign tourists enjoy most and write them on the board.

1 Let Ss open their books to **GETTING STARTED**. Tell them to look at the picture and answer the questions:

What are Nick and Chau talking about?

What place/city may they be mentioning?

What do you know about this city/country?

…

Have Ss answer the questions as a class. Accept all possible answers and do not pause to correct mistakes.

Then tell Ss that they are going to listen to Nick and Chau talking about Nick's plans for his summer holiday. Play the recording and have Ss follow along.

a **Find a word/phrase in the conversation that means:**

1. made a decision: ______
2. reduced it: ______
3. a trip where your travel and hotels are arranged for you: ______
4. move around and discover things: ______
5. something you don't really like: ______

Watch out!

To be into sth means you like it very much.



Example:

'I'm really into surfing!' (I love it.)

'I'm not into jazz.' (I don't listen to it.)

To picture sth/sb means you can imagine it.

Example:

'I can just picture the mess at home.'

'I can't picture Tom in a business suit.'

Lucky you is used to show that you think sb is lucky because she/he has sth or is able to do sth.

b **Tick (✓) true (T) or false (F).**

	T	F
1. Chau and Nick are going to have their winter holiday.		
2. A package tour is not interesting to Nick.		
3. Chau is teasing her friend about eating frogs' legs.		
4. Nick has decided to stay at a seaside resort in Japan.		
5. Nick's parents are very controlling.		

c **Answer the following questions.**

1. What does 'Oh, they're cool' mean?
2. What is the weather like in France in the summer?
3. What would Nick like to do in France?
4. What wouldn't Nick like to do in France?
5. How do we know that Chau's parents don't allow her as much freedom as Nick's parents?

2 **Collocation: Which word goes with which list below?**

TOUR | HOLIDAY | RESORT | TRIP

1. summer, package, adventure ______
2. holiday, tourist, seaside ______
3. sightseeing, guided, package ______
4. boat, day, business ______

3 **Fill each blank with a word/phrase from the list.**

luggage	price	in advance	seaside resort
delayed	souvenirs	destination	accommodation

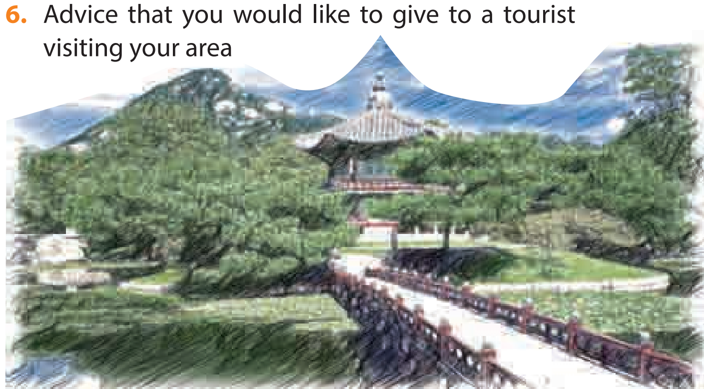
Most people enjoy travelling abroad, and having the chance to stay in an exotic city or a (1)______. You can meet new people, learn new things, and take home some interesting (2)______. But before you can do that, you have to reach your (3)______, and that can sometimes be a challenge! You need to make lots of preparation. You will probably have to reserve a seat (4)______ on planes, trains or buses. If you fly, you may find that your flight has been (5)______ or you have problems with your (6)______. In addition to the travel, it is often difficult to find good (7)______ at a (8)______ which you can afford. Nevertheless, most people love to go on holiday.

4 **QUIZ**

Give the names of the following. Choose one and talk about it with a partner.



1. The city in Viet Nam where the International Fireworks Festival is held annually
2. A structure near Beijing, China, that is one of the New7Wonders of the World
3. An island in Korea that is a popular place for a holiday
4. A local product that you would like to introduce to foreign visitors
5. A custom of your locality that might surprise tourists
6. Advice that you would like to give to a tourist visiting your area



a Play the recording twice or more if necessary. Ss may read the conversation again, and then do the exercise individually. Check and write the correct answers on the board. T may call on an able student to write the answers on the board.

Key:
1. made up your mind
2. narrowed it down
3. a package tour
4. explore
5. not my cup of tea

Explain to Ss the meaning and use of the three expressions in the **Watch out!** box. Ask Ss to locate them in the conversation, and give examples if time allows.

b Ss work in pairs to complete the task. Tell them to refer back to the conversation when necessary. Explain anything difficult. T may need to explain to Ss that although some people don't like the thought of eating snails and frogs' legs, they are considered specialities in France (so Chau is teasing Nick about eating them). Check Ss' answers.

Key: **1.** F **2.** T **3.** T **4.** F **5.** F

c Let Ss work individually to answer the questions, then compare their answers with a partner. Help them find the information in the conversation. Call on some pairs to read out the questions and give their answers. Check their answers.

Key:
1. It means Nick's parents are relaxed and open-minded.
2. It's quite warm (warmer than in Britain).
3. Visit the Alps, and climb Mont Blanc, explore Paris, and go sightseeing in the historic city of Versailles.
4. Eat frogs' legs and snails.
5. She says 'Lucky you' when Nick says he can make his own decisions.

2 This activity is aimed at giving the collocations of common words related to the topic of travelling and tourism. Let Ss work in pairs first. Check their work, then let them read and remember each collocation.

Key: **1.** holiday **2.** resort **3.** tour **4.** trip

3 This exercise is a revision of words and phrases from previous lessons. Let Ss work individually to do the task. Check their answers. If time allows, call on some Ss to read the passage with the correct answers.

Key: **1.** seaside resort **2.** souvenirs **3.** destination **4.** in advance **5.** delayed **6.** luggage **7.** accommodation **8.** price

4 For 1, 2, and 3: let Ss do them individually and check their answers. If time allows, or for more able Ss, encourage each student to make a similar quiz for their partner to do. T may pick up any interesting questions and give them to the whole class. Praise good ideas.

For 4, 5, and 6: let Ss work in groups. When they finish, ask some Ss to give their groups' answers to the class. Check and give comments.

Key:
1. Da Nang City **2.** The Great Wall of China
3. Jeju Island **4, 5, 6:** Students' answers

A CLOSER LOOK 1

Look out!

A compound noun can be written as a single word (*motorbike*), a word with a hyphen (*passer-by*), or two words (*driving licence*).



Vocabulary

1 Match each word/phrase with a definition.

trip	travel	expedition
resort	tour	tour guide

1. A journey, usually for pleasure, to visit different places: _____
2. A place where a lot of people go on holiday: _____
3. The act or activity of moving from one place to another: _____
4. A person who shows tourists around: _____
5. A short journey to a place, especially one for pleasure: _____
6. An organised journey to a place that is not easy to reach: _____

2 Fill each blank with a word from the list. There are two extra words.

visit	travel	environment	holiday	book
guides	pleased	excursion	reasonable	trip

Would you like to explore an exciting location? Do you want to (1)_____ to a beautiful, relaxing beach, and help to save the environment? If the answer is yes, then you should (2)_____ your holiday with EcoTours! At EcoTours, we help you enjoy your holiday and learn more about the places you (3)_____. In addition, EcoTours gives one dollar of the cost of your trip to help protect the local (4)_____. Call us today to talk with one of our experienced tour (5)_____. We'll help you choose and plan a stimulating (6)_____ that is right for you! Our holidays are definitely not boring. Don't worry about the cost. Our prices are very (7)_____. Call right now at (048) 555-6788. You'll be (8)_____ with your EcoTours vacation.

3 Use the words below to complete the compound nouns that match the definitions.

lag	in	season	over	back	stop

1. A feeling of tiredness and confusion about time after a long plane journey: jet _____
2. A disadvantage or problem that makes something a less attractive idea: draw _____
3. A short stay somewhere between two parts of a journey: stop _____
4. A popular time of the year for holidays: peak _____
5. The place where you go first when you arrive at an airport, to show your ticket: check _____
6. A place at the side of a road marked with a sign, where buses stop: bus _____

4 Complete the sentences using the compound nouns below.

swimming pool	touchdown	checkout
pile-up	mix-up	full board

1. The _____ time is 12 noon at this hotel.
2. Let's make sure that we stay at a hotel with a _____.
3. There was a _____ with our tickets – we were charged for one-way tickets and not a round trip.
4. The motorway was blocked because there had been a _____.
5. After _____, please remain seated until the aircraft comes to a standstill outside the terminal building.
6. At the hotel, you can choose between bed and breakfast, and _____.

Compound Nouns

A compound noun is a noun that is made of two or more words. Compound nouns can be formed using the following combinations:

Noun	+	Noun	toothpaste
Noun	+	Verb	rainfall
Noun	+	Particle	passer-by
Verb	+	Particle	checkout
Verb-ing	+	Noun	driving licence
Adjective	+	Noun	greenhouse
Particle	+	Noun	underground
Particle	+	Verb	output

Note: A particle is a preposition or an adverb.

A CLOSER LOOK 1

Vocabulary

Introduction

Tell Ss that the words and phrases in this unit are connected with travelling and tourism, and that many of them are nouns and compound nouns.

Many of these words are already familiar: *trip, accommodation, jet lag*… Tell Ss to recall other words and collocations. Encourage them to call out as many words/phrases as possible.

1 Ss work individually, then compare their answers with a partner's. Ask some Ss to write their answers on the board. Check their answers as a class. Have them make sentences with the words if necessary.

Key: 1. tour 2. resort 3. travel 4. tour guide 5. trip 6. expedition

2 Ss work in pairs to do the task. Call on some Ss to write the answers on the board. Correct as a class. Then T may ask Ss to answer some questions about the passage:

- *What piece of writing is it? (Introduction of a tourist attraction? Itinerary? Advertisement?)*
- *What is EcoTours? (A travel agency/company)*
- *What is special about EcoTours? (It gives some money to help protect the environment)*

……

Key:

1. travel	2. book	3. visit	4. environment
5. guides	6. holiday	7. reasonable	8. pleased

Compound nouns

First, give examples of the compound nouns Ss already know: *blackboard, swimming pool, haircut, tablespoon*… Ask them to give some more.

Then help Ss study the grammar box, and the **Look out!** box. Tell them to look up the spelling of words in the dictionary if they are not sure.

3 Let Ss work individually. Tell them to look at the words given and think which of them can go with which one in each definition. When they finish, check their answers and write the words on the board. Ask Ss to take notice of the spelling: whether the words are written as one word, or as two separate words, or with a hyphen.

Key:

1. jet lag	2. drawback	3. stopover
4. peak season	5. check-in	6. bus stop

4 Let Ss work in pairs to complete the task. Have them read the sentences carefully and insert the compound nouns appropriately. Check their answers as a class. Explain anything difficult.

Key:

1. checkout	2. swimming pool	3. mix-up
4. pile-up	5. touchdown	6. full board

Pronunciation

Tones in asking for information



Look out!

When we ask a question, we may try to **find out** information that we do not know. Otherwise, we may ask a question in order to **make sure** that the information we think we know is, in fact, correct.

Finding out questions ('open' questions) usually end with a falling tone:

What part of Australia have you been to ↘ ?

Making sure questions ('check' questions) usually end with a falling-rising tone:

Have you just come back from South Africa ↘↗?

5 Listen and repeat the following mini-talks, paying attention to the tone in the questions.

1. A: Where would you like to go sightseeing?
   B: I'd like to go to Australia most of all.
2. A: What do you think of the newly discovered cave?
   B: Oh, fantastic.
3. A: Have you been sightseeing all day?
   B: Yeah. We've been to the old pagoda, the orchid garden, and the open-air market.
4. A: Is Egypt a famous tourist attraction?
   B: Yes. Millions of people go there every year.

6 Mark the questions with falling or falling-rising arrows, and practise the conversation with a partner. Then listen to check your pronunciation.

Martin: What's the matter, Janet?

Janet: I'm looking for my passport. It seems to be lost.

Martin: Have you already searched your purse?

Janet: Not yet. Oh, where are my glasses?

Martin: They may be in your plastic bag. Where is it?

Janet: Oh, no, it's not here. Have I dropped it on the plane?

Martin: Oh my God.

Janet: What should I do now?

Martin: Let's report it to the customs officer.

A CLOSER LOOK 2

Grammar

Articles: other uses

REMEMBER!

A/an is used:

1. to talk about something that the listener or the reader doesn't know about yet:
   *K2 is **a** peak in the Himalayas.*
2. to describe what something or someone is:
   *ABS is **an** unreliable travel agency.*

The is used:

1. when the listener or reader knows what the speaker or writer is talking about:
   *Give me **the** money.*
2. when the speaker specifies what or who they are talking about:
   *Where are **the** tickets I gave you yesterday?*
3. with things that are the only ones around us, or that are unique:
   *Neil Armstrong landed on **the** moon in 1969.*
4. when we refer to the world around us or things that we all know about:
   *We had a sightseeing tour around **the** city.*

Zero article is used:

1. with plural or uncountable nouns when we are talking about things in general:
   ***Passwords** protect our personal information.*
2. with meals, months, days and special times of the year:
   *I visit my grandparents on **New Year's Day**.*
3. with most names of people and places (most countries, states and cities):
   ***Da Lat** is in **Lam Dong Province**.*
4. with geographical areas, lakes, mountains and islands:
   *We visited **Lake Victoria**. It's in **East Africa**.*



Look out!

We use **the** with the names of a few countries:
the UK, the USA, the Netherlands, the Philippines

We also use **the** with island groups, mountain ranges, oceans and names of rivers:
the Thames, the Pacific, the Amazon, the Danube...



Pronunciation

Tones in asking for information

First write a *finding out* question and a *making sure question* on the board. Read the two questions to Ss with the right tone (several times if necessary) and let them give the rules. Then explain the **Look out!** box to them.

Note: A *making sure question* can be a statement. This statement question usually ends with a rising tone:

A: Our train is delayed. B: It's delayed↗?

5 Play the recording once for Ss to listen, then play it again sentence by sentence for them to repeat. Have Ss repeat the questions as many times as necessary. Correct their pronunciation and intonation. After that, have Ss mark the questions with a falling or falling-rising tone. Check as a class.

Key + Audio script:

1. A: Where would you like to go sightseeing ↘?
   B: I'd like to go to Australia most of all.
2. A: What do you think of the newly discovered cave ↘?
   B: Oh, fantastic.
3. A: Have you been sightseeing all day ↘↗?
   B: Yeah. We've been to the old pagoda, the orchid garden, and the open-air market.
4. A: Is Egypt a famous tourist attraction ↘↗?
   B: Yes. Millions of people go there every year.

6 Let Ss work in pairs to read the conversation, and mark the questions with falling or falling-rising arrows. Call on some pairs to read aloud to the class. Do not correct their mistakes yet. Play the recording. Ss listen and check.

Key + Audio script:

Martin: What's the matter, Janet ↘?
Janet: I'm looking for my passport. It seems to be lost.
Martin: Have you already searched your purse ↘↗?
Janet: Not yet. Oh, where are my glasses ↘?
Martin: They may be in your plastic bag. Where is it ↘?
Janet: Oh, no, it's not here. Have I dropped it on the plane ↘↗?
Martin: Oh my God.
Janet: What should I do now ↘?
Martin: Let's report it to the customs officer.

If time allows, have them work in pairs and make a mini-talk in which there is a *finding out question* and a *making sure question*, and then practise the talk.

A CLOSER LOOK 2

Grammar

Articles: other uses

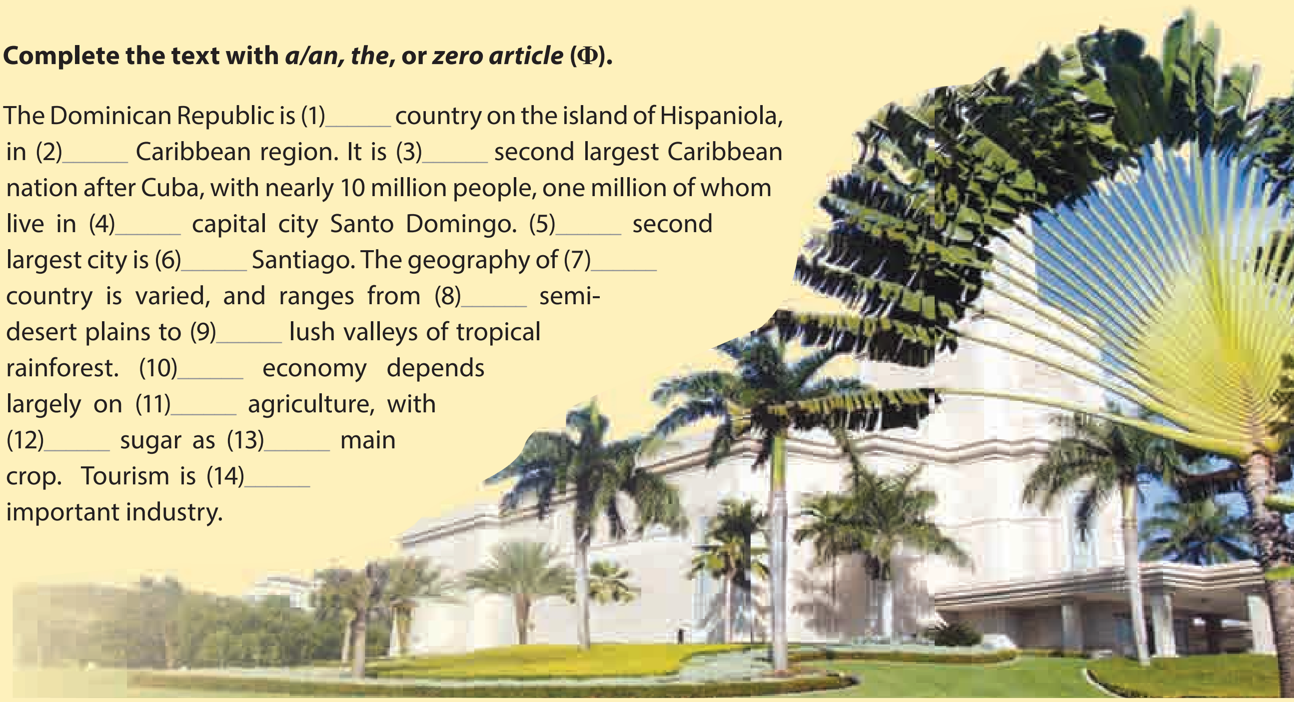
Ss have already learnt some uses of the articles ***a, an***, and ***the*** in Tieng Anh 8. Help Ss recall these and have them give some examples. Their sentences should be related to the topic of travelling and tourism. In this unit some more uses of ***a, an***, and ***the*** are introduced. In addition, the uses of *zero article* are added and studied.

Explain carefully the uses of ***a***, ***an***, ***the***, and ***zero article*** in the **REMEMBER!** box. Give more examples if need be.

Introduce the special use of ***the*** in the **Look out!** box. Refer back to the conversation in **GETTING STARTED** and ask Ss to find the special use of ***the***. (i.e. the Alps).

1 **Complete the text with *a/an, the*, or *zero article* (Φ).**

The Dominican Republic is (1)_____ country on the island of Hispaniola, in (2)_____ Caribbean region. It is (3)_____ second largest Caribbean nation after Cuba, with nearly 10 million people, one million of whom live in (4)_____ capital city Santo Domingo. (5)_____ second largest city is (6)_____ Santiago. The geography of (7)_____ country is varied, and ranges from (8)_____ semi-desert plains to (9)_____ lush valleys of tropical rainforest. (10)_____ economy depends largely on (11)_____ agriculture, with (12)_____ sugar as (13)_____ main crop. Tourism is (14)_____ important industry.



2 **a** **Ask and answer the questions. Choose from the list. Use *the* if necessary.**

Lake Baikal	Amazon River	Thames
Statue of Liberty	Lake Geneva	Son Doong Cave
Ha Long Bay	Angkor Wat	Forbidden City

1. Which one is an imperial palace?
2. Which river runs through London?
3. Which one is the deepest lake in the world?
4. Which one is considered one of the New7Wonders of Nature?
5. Which one is the largest cave in the world?
6. Which one is a tourist attraction in New York?

b **Choose one item above and say what you know about it as a tourist attraction.**

3 **a** **Write answers to the questions, using *a, an, the* or *zero article* in each answer. Give three true answers, but two untrue ones.**

1. What colour and type of bicycle would you like to have?
2. Which holiday destination do you prefer: city, mountains, seaside?
3. Where would you like to go on holiday next?
4. What's your favourite time of the year?
5. Have you ever travelled anywhere by plane? Please explain.

b **Tell your answers to a partner and ask him/her to guess which answers are not true.**

4 **Make full sentences from the words/phrases, adding articles as needed. Then mark them as true (T) or false (F).**

1. original name/of/Ha Noi/Phu Xuan
2. most famous/Egyptian pyramids/found/at Giza/in/Cairo
3. there/city/called/ Kiev/in/America
4. My Son/set of ruins/from/ancient Cham Empire/ UNESCO World Heritage Site
5. English/first language/in/many countries/outside/United Kingdom

1 T may have to give Ss some information about the Dominican Republic:

- Location: on the island of Hispaniola, in the Caribbean region
- Area: 48,445 square kilometres
- Official language: Spanish

Have Ss work individually to complete the task. Tell them to refer back to the grammar box whenever necessary. Then have them compare their answers with a partner's. Give the correct answers and explain the use of a certain article in some cases.

Key:

1. a	2. the	3. the	4. the	5. The	6. Φ	7. the
8. Φ	9. Φ	10. The	11. Φ	12. Φ	13. the	14. an

2 a Ss work in groups and study the proper names in the list, and try to agree on which of these names have *the* before them. Then Ss ask and answer the questions. Check and give explanations if necessary.

Key:

1. the Forbidden City	2. the Thames	3. Lake Baikal
4. Ha Long Bay	5. Son Doong Cave	6. the Statue of Liberty

The three unused names are: - the Amazon River - Angkor Wat - Lake Geneva

Note: Sometimes it is difficult to say why we use *the* with certain geographical names. If you are not sure, look it up in the dictionary or Google.

b Ss work in groups. Tell Ss that each of them chooses one item in **2a** and says what they know about it as a tourist attraction. Give them two or three minutes to prepare before they talk.

3 a Ss work individually. Make sure they understand fully that they have to write down in their notebooks the answers to questions 1-5, using *a, an, the* or *zero article* in each answer. Remind them that they answer three questions truthfully, but write untrue answers for the other two. Go around and assist where and when necessary.

b After Ss finish **3a**, let them form pairs and swap their answers. Each of them has to read carefully and guess which ones of their partner's answers are true, and which are not. This activity should be fun, so do not try to correct the mistakes in their writing.

4 Ss work individually to make sentences from the words/phrases, and write them down. Tell Ss to pay attention to the use of articles in their sentences. Then they work in pairs to check each other's work, and discuss which of the sentences are true, and which are false.

Key:

1.	The original name of Ha Noi was Phu Xuan.	**F**
2.	The most famous Egyptian pyramids are found at Giza in Cairo.	**T**
3.	There is a city called Kiev in America.	**F**
4.	My Son, a set of ruins from the ancient Cham Empire, is a UNESCO World Heritage Site.	**T**
5.	English is the first language in many countries outside the United Kingdom.	**T**

REFERENCE:

- Phu Xuan *(Phú Xuân)*: a historic place in Hue, the capital of the Nguyễn Lords, the Tây Sơn Dynasty
- Giza (of the Cairo metropolis in Egypt): the site of the most famous Egyptian pyramids, and a number of other pyramids and temples
- Kiev: the capital and largest city of Ukraine

Note: For homework

At the end of the lesson tell Ss to find out some information about two or three countries among the 10 countries in the box in **2** on page 25, so that they have something to work on in the next lesson.

COMMUNICATION

Extra vocabulary

breathtaking

affordable

not breaking the bank

1 a Read the following information about tourism in Viet Nam.

In 2014, a total of 7,874,300 foreign tourists visited Viet Nam. What are the reasons that make Viet Nam a tourist attraction for foreigners?

Here's what some foreign visitors had to say:



b Work in groups. Discuss the visitors' opinions above. Do you agree? Add two more reasons to the list.

COMMUNICATION

Introduction

This section provides Ss with speaking practice on the topic of the unit. It should be handled in a light and enjoyable way. First, have Ss brainstorm the landscapes/places of Viet Nam that foreign tourists would like to visit most, and ask them why. Give them some cues if needed.

Then write the words and phrase from the **Extra vocabulary** on the board. Ask more able Ss to explain them, or give the Vietnamese equivalent. Otherwise, explain them yourself:

- *breathtaking* (adj.): very surprising, exciting and impressive
- *affordable* (adj. from the verb *afford*): not expensive, cheap enough for you to buy
- *not break the bank*: an idiom used to say that sth won't cost a lot of money, or more than you can afford:

We can go to Thailand for a holiday if you want – that won't break the bank!

1 a Have Ss quickly read the information about tourism in Viet Nam. Then tell them to look at the pictures and read what these foreign visitors say about their choice of Viet Nam as a holiday destination.

b Put Ss in groups of five or six. Have them discuss the visitors' opinions in **1 a**. Ss may or may not agree with these opinions. Ask for the class's agreement by a show of hands for each tourist's opinion. If any Ss do not agree, ask them to explain why. Then let each of Ss add two more reasons to the list. T may give some cues:

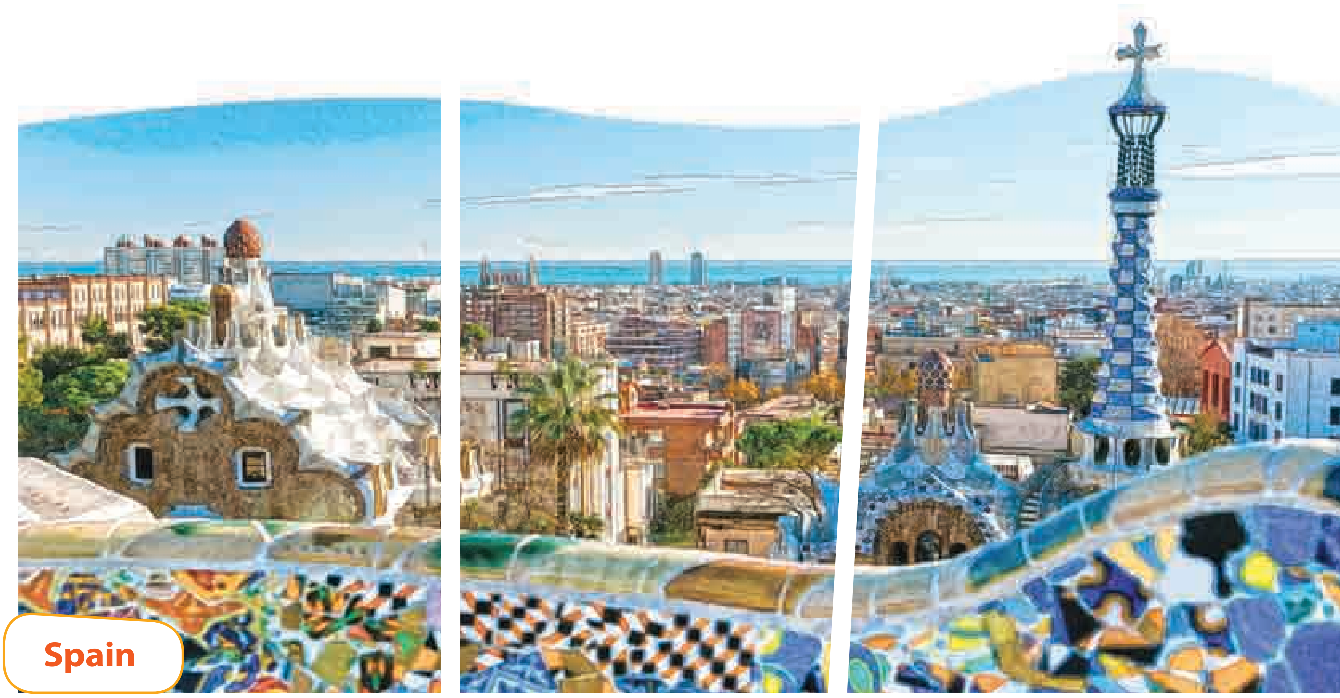
- cultural diversity
- beautiful beaches
- easy and various means of transport
- traditional festivals
- natural beauty

. . .

2 **These are the top-ten most visited countries according to the figures published by the United Nations World Tourism Organisation (UNWTO).**

Work in pairs. Complete the table by writing one or two famous things that visitors can see or do in each country.

Rank	Country	Million visitors	Some things to do or see there
1	France	83.7	Go up the Eiffel Tower, visit the Louvre Museum in Paris
2	United States	74.8	
3	Spain	65.0	
4	China	55.6	
5	Italy	48.6	
6	Turkey	39.8	
7	Germany	33.0	
8	United Kingdom	32.6	
9	Russia	29.8	
10	Mexico	29.1	



3 **Work in groups. Discuss which country/place you would like to visit for a holiday.**

Example:

A: I'd like to go to Spain for my holiday. It would be wonderful to tour Madrid, and visit the legendary land of Don Quixote.

2 Have Ss read the facts about the top-ten most visited countries. Ss work in pairs and complete the table by writing one or two famous things that visitors can see or do in each country (but the more the better). Have them write on a large sheet of paper. As Ss have already prepared for this, it will not take much time, so give them a few minutes only. After each pair finishes, they swap pairs. Continue until they have filled all the ten countries.

3 Then let Ss work in groups of five or six to talk about their choice of holiday. Tell them to give the reasons why, and say what they can do there. Encourage them to talk as much as possible. Walk around to observe and give help if needed.

Rank	Country	Some things to do or see there
1	France	Go up the Eiffel Tower, visit the Louvre Museum in Paris
2	United States	Visit the Statue of Liberty, visit the Grand Canyon, shop in New York, go surfing in Hawaii
3	Spain	Tour Madrid, visit the legendary land of Don Quixote, visit the Olympic Ring in Barcelona
4	China	Climb the Great Wall, tour Beijing National Stadium (Bird's Nest), tour the Forbidden City, visit the Stone Forest
5	Italy	Visit the Vatican City, visit famous museums, tour Florence, tour Venice
6	Turkey	Enjoy Turkish cuisine in Istanbul, go sightseeing in the Bosphorus (the strait separating two continents - Europe and Asia), visit Buyuk Ada (Big Island in Prince's Islands)
7	Germany	Visit the 'Jewel of the Middle Ages' - Rothenburg ob der Tauber (= Rothenburg above the Tauber), visit the famous 'Cinderella Castle', go up the Berlin Tower, take the Berlin Segway Tour
8	United Kingdom	Go sightseeing in London, visit Stonehenge, visit Liverpool, home of The Beatles.
9	Russia	Tour Moscow (the Kremlin, Red Square, Moscow Metro …), visit St. Petersburg: Hermitage Museum, cruise on Neva River, experience the white nights
10	Mexico	Visit the UNESCO World Heritage Site of Antigua, have a boat tour on the water in Rio Dulce, try the delicious local speciality tapado (= seafood coconut soup), climb some of the tallest Mayan temples

Note: For homework

At the end of the lesson ask Ss to look for names of famous caves in Viet Nam and in the world (better still, some information about them).

SKILLS 1

Reading

1 a Work in groups. Name some famous caves in Viet Nam and in the world.

b Answer the questions with your own ideas.

1. Where is Son Doong Cave located?
2. When was it discovered?
3. How long is the cave?

Now read the passage and check the information.

Son Doong Cave has become more famous after the American Broadcasting Company (ABC) aired a live programme featuring its magnificence on 'Good Morning America' in May 2015.

Located in Quang Binh Province, Son Doong Cave was discovered by a local man named Ho Khanh in 1991, and became known internationally in 2009 thanks to British cavers, led by Howard Limbert. The cave was formed about 2 to 5 million years ago by river water eroding away the limestone underneath the mountain. It contains some of the tallest known stalagmites in the world - up to 70 metres tall. The cave is more than 200 metres wide, 150 metres high, and nearly 9 kilometres long, with caverns big enough to fit an entire street inside them. Son Doong Cave is recognised as the largest cave in the world by BCRA (British Cave Research Association) and selected as one of the most beautiful on earth by the BBC (British Broadcasting Corporation).

In August 2013, the first tourist group explored the cave on a guided tour. Permits are now required to access the cave and are made available on a limited basis. Only 500 permits were issued for the 2015 season, which runs from February to August. After August, heavy rains cause river levels to rise and make the cave largely inaccessible.



2 Read the passage again and answer the questions, or choose the correct answers.

1. What happened in May 2015?
2. How was Son Doong Cave formed?
3. When can tourists explore the cave?
4. The word 'inaccessible' in the passage probably means _____.
   A. should not be accessed
   B. need to be careful
   C. cannot be reached
   D. may be flooded
5. From the passage, we know that _____.
   A. there is a street inside Son Doong Cave
   B. the cave is always covered with rain water
   C. few tourists want to come to the cave
   D. tourists need permission to explore the cave

Speaking

3 Which would you like to do most on holiday? Tick (✓) three things in the list.

1. explore Son Doong Cave
2. climb the Great Wall of China
3. visit the Pyramids of Egypt
4. go on a wildlife safari to Kenya
5. relax on a beach
6. go camping in Cuc Phuong National Park
7. go on an expedition to Mount Everest
8. take an adventure tour to the Arctic
9. take a sightseeing tour around New York
10. take a Trans-Viet cycling tour

4 Work in groups. Talk about one of your choices, trying to persuade your group to join you.

Example:

A: I'd like to go on a wildlife safari to Kenya as I'm very interested in the natural world and wildlife preservation. You can experience wild animals in their natural habitat – elephants, hippos, cheetahs, and lions…

B: I think a cycling tour from the north to the south of Viet Nam with some friends is the best. You travel at your own pace. You stop whenever and wherever you like. You can enjoy the beauty of different parts of our country and at the same time improve your health…

SKILLS 1

Reading

1 a Ss work in groups and name some famous caves in Viet Nam and in the world (that they have prepared already for homework).

REFERENCE:

- **Famous caves in Viet Nam:**
- Phong Nha Cave
- En Cave (hang Én)
- Thien Duong Cave
- Sung Sot Cave (hang Sửng Sốt – Ha Long Bay)
- Tam Coc – Bich Dong (Ninh Binh)

…

- **Famous caves in the world:**
- Deer Cave (Borneo, Malaysia)
- Onondaga Cave (Missouri, USA)
- Gouffre Berger Cave (France)
- Reed Flute Cave (Guilin, China)
- Fingal's Cave (Scotland),
- Cave of Crystals (Mexico)

…

b Let Ss work in pairs and answer the questions with their own ideas. It is important that Ss not be allowed to read the passage yet. T doesn't need to check their answers and correct mistakes at this stage in the lesson.

Then have Ss quickly read the passage and check the information themselves. Ss write down the correct answers in their notebooks.

2 T may have Ss read the passage in chorus first, paying special attention to new words. Explain and clarify anything difficult. Then allow Ss time to read the passage individually – silently or aloud. Call on some individuals to read aloud to the class. Check their pronunciation and intonation. Then have them ask and answer the questions in pairs. Tell them to note where they can find the information for answering the questions or choosing the correct answer. Correct the answers as a class.

Key:
1. The American Broadcasting Company (ABC) aired a live programme (featuring the magnificence of Son Doong) on 'Good Morning America'.
2. By river water eroding away the limestone underneath the mountain
3. From February to August 4. C 5. D

Speaking

T may begin by letting Ss talk about the experiences they have had when travelling or going on holiday.

3 Have Ss study the list of holiday ideas. T may ask Ss what they think about these ways of spending one's holiday and whether they have done any of them. Then let them choose three things from the list.

4 Put Ss in groups of five or six. Tell them to refer to the three things they have ticked in **3**. Let them choose one and prepare to talk about it. Tell them to study the example carefully as a model. Give them some time before each group member shares his/her choice of holiday.

While Ss are talking, T goes around to give assistance if necessary. When Ss have finished, T may have one or two of them present to the class. The class can give comments. Praise them for their efforts.

SKILLS 2

Listening

1 **Work in pairs. Is tourism important to Viet Nam? Give at least one reason.**

2 **Listen to the lecture and tick (✓) true (T) or false (F).**

	T	F
1. Tourism plays an important part in the development of many nations.		
2. Modern transport promotes tourism.		
3. Tourism depends on the income of a country.		
4. People's lives get better with the development of tourism.		
5. Tourism helps promote international understanding and cooperation.		
6. Young people go to big cities to meet foreign tourists.		

3 **Listen again and choose the correct answer.**

The next part of the lecture probably continues to discuss ______.

A. other benefits of tourism
B. the tourism industry in Viet Nam
C. the negative effects of tourism

Writing

4 **Work in groups. Talk about the negative effects of tourism on a region or country. The following ideas may be helpful to you.**

– Natural environment is damaged.
– Natural beauty is spoiled.
– Traditional ways of life are affected.
– Social problems may arise.

5 **Choose one negative effect that you have discussed above and write a paragraph about it. Make sure you use the right connectors.**

First/Firstly/The first …/One of the …
Second/Secondly/Another …
Third/ Thirdly/Furthermore/In addition …

____
____
____
____
____
____



SKILLS 2

Listening

1 Let Ss work in pairs. Encourage them to think about the importance of tourism to Viet Nam. Elicit as many ideas from them as possible.

2 Play the recording one or two times. Clarify anything which is unclear or difficult. Ask Ss to listen carefully and tick T/F as they hear answers in the lecture. For less able Ss, T may play the recording again, or as many times as needed.

Key: **1.** T **2.** T **3.** F **4.** T **5.** T **6.** F

Audio script:

Thanks to the widespread use of modern means of transport, people have more choice of holiday destination and can now visit even the remotest parts of the world. Tourism has certainly become an important factor in the development of many countries.

An obvious benefit of tourism is that it plays a key role in economic growth. It contributes greatly to the income of a region or country. It also brings job opportunities to all kinds of people, and therefore helps promote prosperity in diverse fields. Another positive aspect of tourism is that it helps promote international understanding and cooperation among nations. In addition, tourism can improve the standard of living of local or rural communities, so young people are encouraged to stay in their hometown to build a good life rather than move to big cities. Finally, tourism brings cultural benefits, as travellers learn about the history and culture of a place, and spread them around the world.

On the other hand, the drawbacks of tourism can't be denied …

3 Play the recording again. Tell Ss to pay special attention to the last sentence of the lecture. Then they choose the correct answer as required. T corrects as a class.

Key: C

Writing

4 Have Ss work in groups and discuss the negative effects of tourism on their locality (if possible), or on our country. Tell them to study the prompts given, and give some more if possible.

5 Tell Ss to recall any of their previous work about the negative effects/disadvantages of something. Let them choose one negative effect that they have discussed in **4** and write a paragraph of about 100-120 words about it. When they have finished, tell them to swap their writing and check each other's work.

T may collect some Ss' writing papers and mark them, then give comments to the class in the next lesson.

If time doesn't allow, have Ss make an outline in class, and then write the full version as homework. T checks in the next lesson.

Sample writing:

One of the drawbacks of tourism is the damage to the environment of a country or area. In the first place, tourists use a lot of local resources such as water, food, energy, etc., and this puts pressure on the environment. Secondly, there is the problem of pollution. Many cities and towns become overcrowded with tourists, with all their vehicles causing traffic jams as well as air and noise pollution. Another bad effect of tourism is the destruction of the wildlife in some places. The habitat of wild plants and animals is lost because of the building of tourist resorts, and by visitors' activities. In short, the development of tourism has bad effects on the environment.

LOOKING BACK

Vocabulary

1 **Fill each gap with a word from the box to complete the passage. There are two extra words.**

touring	safaris	breathtaking	experience
ticket	holidays	expeditions	travellers

If you dream of getting close to the wild side of the natural world, then join our WildlifeTours! We offer classic wildlife (1)_____, exciting (2)_____, family holidays, and tailor-made holidays. Our adventure (3)_____ to Africa range from a week (4)_____ Kenya to the ultimate African adventure travelling from South to East Africa over one month! Perfect for families, groups of friends or solo (5)_____, our safari holidays aim to offer you an incredible wildlife (6)_____. And remember, nothing gets your heart beating faster than hearing lions roar at night.



2 **Form compound nouns from the following words, then fill the gaps to complete the sentences.**

holiday	out	jet	offs	check	sun
glasses	over	take	maker	stop	lag

1. Travellers who cross the Atlantic from New York to London often suffer from _____ for a few days.
2. We would like to remind all guests that _____ is at noon.
3. We didn't fly directly to Australia – we had a one-night _____ in Singapore.
4. It is irritating that some movie stars wear their _____ even in church.
5. Someone who is away from home on holiday is a _____.
6. Because of the bad weather, there were no _____ from the airport this morning.

3 **Form compound nouns from these words, then make sentences with them, and share with a partner.**

tour	return	soft	ticket	package
operator	tour	round	ware	trip

Example:

tour operator
If there are any problems, you should contact your tour operator.

Grammar

4 **Find and correct the mistakes in the sentences, using *a/an, the* or *zero article*.**

1. My aunt and uncle love sun! They stay in UK in summer and visit friends in Australia in winter.
→ ______________________________.
2. Not much is known about how brain works.
→ ______________________________.
3. Bicycle is among the most efficient machines invented by man.
→ ______________________________.
4. They plan to launch expedition into interior of Australia.
→ ______________________________.
5. If you want to go on long trip, you should prepare properly for it.
→ ______________________________.
6. I'm very interested in the history, especially history of Asian countries.
→ ______________________________.

5 **Rewrite each sentence so that it has a similar meaning, using the word in CAPITALS.**

Example:

My sister studies at university. **A**
→ My sister is a university student.

1. The journey was terrible. **WHAT**
2. Our hotel was lovely – it was by the sea. **STAYED**
3. I watched an interesting programme on TV yesterday. **THE**
4. The guitar my friend has just bought is old. **AN**
5. She needs to travel to Kyoto on business. **TRIP**

LOOKING BACK

T may give Ss a few minutes to review all the important things they have learned throughout the unit before doing the exercises in this section. Tell Ss to record their results for each exercise in order to complete the final *Finished! Now I can* … assessment.

Vocabulary

1 Let Ss read the words in the box first, then read the passage and complete the exercise individually. Tell them to pay attention to the common collocations related to the topic of the unit. After that, let some Ss read the passage aloud - sentence by sentence. Correct as a class.

Key:

1. safaris/expeditions	2. expeditions/safaris	3. holidays
4. touring	5. travellers	6. experience

2 Tell Ss to look at the 12 elements and try to form compound nouns from them. Then have them read the sentences and fill the gaps with the compound nouns formed. Tell them to change the elements if they do not fit the gaps and do it again. Less advanced classes can complete this exercise in pairs. Check as a class.

Key:

1. jet lag	2. checkout	3. stopover
4. sunglasses	5. holidaymaker	6. take-offs

3 Ss do the task by themselves. T checks the compound nouns, then have Ss write sentences in their notebooks – at least one sentence with a compound noun, and share with a partner.

Key: 1. package tour, return ticket, software, round trip

Grammar

4 Quickly review the articles ***a***, ***an***, ***the*** and ***zero article*** Ss have learned. Then have them do the task and write down their answers in their notebooks. Correct their answers as a class.

Key:
1. → the sun, the UK
2. → the brain works
3. → The bicycle
4. → an/the expedition, the interior
5. → a long trip
6. → in history, the history of

5 This task helps Ss use the grammar and vocabulary they have learned in the unit to rewrite sentences. T may have some Ss write sentences on the board. Let other Ss give comments. Then check as a class.

Key:
1. What a terrible journey (it was)!
2. We stayed at a lovely hotel by the sea.
3. The programme I watched yesterday was interesting.
4. My friend has just bought an old guitar.
5. She needs to go on a business trip to Kyoto.

Communication

6 a What would you like to do most on holiday? Tick (✓) three things. Share your ideas with a partner.

- go camping ☐
- watch the wildlife ☐
- visit a museum ☐
- meet local people ☐
- visit historic places ☐
- relax and laze around ☐
- make new friends ☐
- go to a theme park ☐

b Name three things you don't like to do on holiday, and say why.

Example: cook meals
I don't like to cook meals on holiday. I like to eat out and relax.

Finished! Now I can…	✓	✓✓	✓✓✓
• use lexical items related to tourism • use common compound nouns • use *a, an, the* and *zero article* • ask questions for information with the correct intonation • read for general and specific information about a tourist attraction • talk about my choice of holiday • listen for specific information about the benefits of tourism to an area/ country • write a paragraph about the negative effects of tourism on an area/country			

PROJECT

An advertisement for a tourist attraction

1 Read the following advertisement for a holiday in Italy.

Italy – Paradise on Earth!

Come to sunny Italy! It is a country full of fascinating cities and beautiful scenery. It is considered the birthplace of Western culture. High art and monuments are to be found all over the country. Moreover, the food is delicious. There are also shops full of bargains. You can spend your time sightseeing, shopping, or you can simply relax on one of the excellent beaches. Whatever you do, you are certain to have a most enjoyable holiday!

2 What are good ways to write an advertisement? Put a tick (✓).

1. Create a striking headline ☐
2. Keep your ad brief ☐
3. Write some drawbacks ☐
4. Try to attract attention ☐
5. Ask a lot of questions ☐
6. Give the main features ☐

3 Write a short advertisement for a tourist attraction in your area.



Communication

6 a Have Ss read the things one can do on holiday, and tick (✓) the three things they would most like to do, then share their ideas with a partner.

b Ss work in pairs. Tell them to read the example and think of the three things they do not like to do on holiday.

T may give prompts:

- Do homework
- Wash clothes
- Do the washing-up
- Be online
- Play sports
- Write postcards

……

Finished!

Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice if necessary.

PROJECT
An advertisement for a tourist attraction

This activity focusses on introducing to Ss the way to write/say good things about a place/ landmark as a tourist attraction, or to advertise it.

1 Have Ss read the advertisement for a holiday in Italy. Tell them to underline the features that may attract tourists and make them want to visit the country.

2 Have Ss work independently, then exchange their work with a partner. Elicit Ss' answers. Explain to Ss that in order to make a good impression on tourists, they have to introduce the characteristics of a landmark/ place in a brief but positive and enjoyable way.

Key: 1, 2, 4, 6

3 Tell Ss to think of a place in their locality or neighbouring area to introduce to tourists: it may be a museum, a craft village, a workshop, a temple, a church, an ancient house, a wood/forest, a lake, or simply a nice paddy field.

Ask Ss to write their advertisement out of class. Tell them to refer to the advertisement in **1**. They can also refer to exercise **1** in **LOOKING BACK** for a good way to write an advertisement. In the next lesson, have them present what they have written to the class. The class gives comments and praise.

Unit 9 ENGLISH IN THE WORLD

GETTING STARTED

English club



1 Listen and read.

Teacher: Welcome to English Club. Today, I'm going to do a quick quiz to check your knowledge of the English language. Question one: Is English the language which is spoken as a first language by most people in the world?

Duong: Of course, it is.

Teacher: Incorrect. Chinese is. Question two: Does English have the largest vocabulary?

Vy: Yes, with approximately 500,000 words and 300,000 technical terms.

Teacher: Yes, spot on! This is due to the openness of the English language. English has borrowed words from many other languages.

Duong: Yeah, if there weren't so many words, it would be easier for us to master it!

Teacher: Ha ha… But the simplicity of form makes English easy to learn. Many English words have been simplified over the centuries. Now, question three: Who can tell me an English word that can operate as a noun, a verb, and an adjective?

Mai: I think the word *subject* can operate as a noun, a verb, and an adjective.

Teacher: Excellent. In English, the same word can operate as many parts of speech. That's due to its flexibility. Question four: What is the longest word in English which has only one vowel?

Duong: Is it *length*?

Vy: No, I think it's *strengths*.

Teacher: That's right, Vy. Lastly, question five: Who can tell me at least three varieties of English?

Mai: American English, Australian English, and... er, yes, Indian English.

THIS UNIT INCLUDES:

VOCABULARY
Languages
Language use and learning

PRONUNCIATION
Tones in new and known information

GRAMMAR
Conditional sentences type 2: review
Relative clauses

SKILLS
- Reading for general and specific information about English as a means of international communication
- Discussing experiences in learning and using English
- Listening for general and specific information about some students' experiences in learning and using languages
- Writing a paragraph about the uses of English in everyday life

COMMUNICATION
Interviewing to build up an English learner profile



Objectives:

By the end of this unit, students can:

- use the lexical items related to languages and language use and learning
- identify the correct tones for new and known information and say sentences with the correct intonation
- use conditional sentences type 2 correctly and appropriately
- use relative clauses correctly and appropriately
- read for general and specific information about English as a means of international communication
- discussing experiences in learning and using English
- listen for general and specific information about some students' experiences in learning and using languages
- write a paragraph about the uses of English in everyday life

GETTING STARTED
English club

Introduction

Before Ss open their books, review the previous unit by asking two Ss to go to the board, each writing five compound nouns they have learnt/known. Give comments and correct any mistakes if needed.

Write the Unit title on the board '***English in the world***'. Elicit any information Ss know about the English language by asking what they know about the characteristics of the English language.

Let Ss open their books.

1 Play the recording and have Ss follow along. After that, Ss can compare their ideas with the information in the conversation. Ask Ss questions about the pictures:

E.g. *Where are Duong and Vy? Who is standing at the board? What are they talking about?*

Ask Ss to guess what the topic of the conversation is and where it takes place. T may also ask Ss to tell about the English club they have taken part in:

Do you take part in an English club?

When is it? Where is it?

What is special about it?

a **Read the conversation again and find the nouns of the adjectives *simple* and *flexible*.**

REMEMBER!

Nouns are often formed by adding suffixes to adjectives. Two suffixes which are often added to adjectives to form nouns are *-ness* and *-ity*.

Example:

open → openness
similar → similarity



Adjective	Noun
simple	
flexible	

b **Convert these adjectives into nouns. You may use a dictionary.**

Adjective	Noun
sad	sad*ness*
dark	
stupid	
popular	
happy	
punctual	

c **Read the conversation again and choose the correct answers.**

1. Which language is most spoken as a first language in the world?
   A. English B. Chinese C. Vietnamese
2. English has about ______ words and technical terms.
   A. 500,000 B. 300,000 C. 800,000
3. The ______ of form makes English easy to learn.
   A. simplicity B. flexibility C. openness
4. One of the reasons why the vocabulary of English is open is that it has ______.
   A. a lot of words B. many varieties
   C. borrowed many words
5. Some English verbs are ______ their nouns or adjectives.
   A. very different from B. the same as
   C. changed according to

2 **Match the words/phrases in column A with the definitions in column B.**

A	B
1. first language	a. a way of pronouncing the words of a language that shows which country or area a person comes from
2. second language	b. this language is generally used in the government, public administration, law and the education system
3. official language	c. the language that you learn to speak from birth
4. accent	d. a regional form of a language in which some words and grammar differ slightly from the standard form of the same language
5. dialect	e. a language that you learn to speak well and that you use for work or at school, but that is not the language you learned first at home

3 **Match the beginning of each sentence (1-6) to its ending (a-f).**

A	B
1. English is	a. learning English worldwide.
2. The British Council estimates that about 375 million people speak	b. all contributed to the growth of English.
3. At present, over a billion people are	c. English regularly as a second language.
4. Immigration, new technologies, popular culture and even war have	d. though all can be understood, more or less, by speakers of other varieties.
5. Nowadays, there are many varieties of English all over the world such as	e. British English, American English, Australian English, Indian English, etc.
6. There are many differences in accents and dialects between varieties of English	f. used as a first language in at least 75 countries around the world.

4 **Work in pairs. Ask and answer questions about the English language using the information from 3.**

Example:



a Tell Ss to refer to the conversation to find the nouns of the adjectives *simple* and *flexible*. Ask them to pay attention to how to form the nouns from these adjectives.

Key: simplicity flexibility

b Ask Ss to convert the adjectives given into nouns. Remind them to use a dictionary to check.

Key:

Adjective	Noun
sad	sad*ness*
dark	dark*ness*
stupid	stupid*ity*
popular	popular*ity*
happy	happ*iness*
punctual	punctual*ity*

c First, have Ss work independently. Then allow them to share answers before discussing as a class. Call on some Ss to give explanations for their answers.

Key:
1. B 2. C 3. A 4. C 5. B

2 Ss work independently, and then share their answers with one or more partners. T may ask for translation of the words/phrases in the table to check their understanding. With a stronger class, T may wish to ask Ss to find some examples in real life with the words/phrases in the table.

Key:
1. c 2. e 3. b 4. a 5. d

3 Have Ss work independently and then share their answers with one or more partners. T may help with the words/phrases that Ss do not know the meaning of in the sentences. If time allows, have some Ss read out loud the sentences.

Key:
1. f 2. c 3. a 4. b 5. e 6. d

4 First, model this activity with a more able student. Then ask Ss to work in pairs. Go around to provide help. Call on some pairs to practise in front of the class.

A CLOSER LOOK 1

Vocabulary

1 **Match the words/phrases in column A with the definitions in column B.**

A	B
1. bilingual	a. not as good at a language as you used to be because you have not used it for a long time
2. fluent	b. able to speak two languages equally well because you learned them as a child
3. rusty	c. know just enough of a language for simple communication
4. pick up a language	d. learn a language by practising it, rather than by learning it in a class
5. reasonably	e. able to speak, read or write a language easily, quickly, and well
6. get by in a language	f. to a degree that is fairly good, but not very good

2 **a** **Choose the correct words in the following phrases about language learning.**

1. be bilingual ***in*/*at*** the language
2. be reasonably good ***on*/*at*** the language
3. can get ***to*/*by*** in the language
4. be fluent ***at*/*in*** the language
5. can't speak a word ***of*/*with*** the language
6. can speak the language, but it's a ***lot*/*bit*** rusty
7. pick ***up*/*off*** a bit of the language on holiday

b **Choose phrases from 2a to make sentences about yourself or people you know.**



3 **a** **Match the words/phrases in column A with the words/phrases in column B to make expressions about language learning.**

A	B
1. know what a	a. other speakers
2. have	b. the meaning of a word
3. make	c. your first language
4. guess	d. mistake
5. imitate	e. word means
6. translate from	f. in a dictionary
7. correct a	g. mistakes
8. look up a word	h. an accent

b **Fill the blanks with the verbs in the box.**

guess	know	have	make
translate	correct	imitate	look up



If you don't (1) ______ what a word means, try to (2) ______ the meaning, or (3) ______ the word in your dictionary. All foreign speakers (4) ______ an accent, but that doesn't matter. To make your pronunciation better, listen to English speakers and try to (5) ______ them. Don't worry if you (6) ______ mistakes or don't try to (7) ______ a mistake – that's normal! It's often useful to (8) ______ words from one language to the other, but it's best when you can start to think in the new language.

A CLOSER LOOK 1

Vocabulary

1 Ss work independently and then share their answers with a partner. T may ask for translation of the words/ phrases in the first column to check their understanding. With a stronger class, T may wish to ask Ss to make sentences with the expressions.

Key:

1. b 2. e 3. a 4. d 5. f 6. c

2 a Ss do the exercise individually. Check their answers as a class. Confirm the correct answers.

Key:

2. at 3. by 4. in 5. of 6. bit 7. up

b Ss write sentences with the phrases from **2a**. Ask some Ss to say their sentences in front of the class. Other Ss give comments. If time allows, call on two Ss to write their sentences on the board. Other Ss give comments. Confirm the correct sentences.

3 a First, have Ss work individually to match the words/phrases. Then allow them to share their answers before checking with the whole class. T may ask for translation of the phrases in the box to check their understanding. With a stronger class, T may wish to ask Ss to make some example sentences with the words/phrases.

Key:

1. e 2. h 3. g 4. b 5. a 6. c 7. d 8. f

b Ss work independently to complete the passage. Check the answers as a class.

Key:

1. know 2. guess 3. look up 4. have
5. imitate 6. make 7. correct 8. translate

Pronunciation

Tones in new and known information

4 **Listen and repeat, paying attention to the tones of the underlined words in each conversation.**

1. A: I'd like some oranges, please.
   B: But we don't have any <u>oranges</u>.



2. A: What would you like, sir?
   B: I'd like some <u>oranges</u>.

3. A: I'll come here tomorrow.
   B: But our shop is closed <u>tomorrow</u>.



4. A: When is your shop closed?
   B: It is closed <u>tomorrow</u>.

REMEMBER!

In conversation, we often refer to something which has been mentioned before. This is *known* information, and the voice normally goes up at the end. We also tell the listener things we have not mentioned before. This is *new* information, and the voice normally goes down at the end.

Example:

1. A: I need some oil.
   B: But we've run out of oil.
2. A: What do you need?
   B: I need some oil.



Look out!

When we are referring to something in the conversation, we do not have to repeat exactly the same words. In this conversation, the voice goes up on the words/phrases that are replaced.

Example:

A: I'm from Viet Nam.
B: Really, my wife's from there.

In this conversation, the voice goes up on 'from there' because in this context it means 'Viet Nam', so it is something which has been mentioned before.



5 **Listen to the conversations. Do you think the voice goes up or down at the end of each second sentence? Draw a suitable arrow at the end of each line.**

1. A: Tom found a watch on the street.
   B: No. He found a wallet on the street.
2. A: Where did Tom find this watch?
   B: He found it on the street.
3. A: Let's have some coffee.
   B: But I don't like coffee.
4. A: Let's have a drink. What would you like?
   B: I'd like some coffee.
5. A: This hat is nice.
   B: I know it's nice, but it's expensive.
6. A: This bed is big.
   B: I know it's big but that one's bigger.

6 **Read the conversation. Does the voice go up or down on the underlined words? Draw a suitable arrow at the end of each line. Then listen, check and repeat.**

A: What make of TV shall we buy?
B: Let's get the <u>Samsung</u>.
A: I think we should get the Sony. It's really nice.
B: *(trying to persuade A to buy a Samsung)* But the Samsung is <u>nicer</u>.
A: But the Sony has a guarantee.
B: They both have a <u>guarantee</u>.
A: How much is the Sony?
B: It's <u>$600</u>.
A: It's too <u>expensive</u>.
B: I know it's expensive, but it's of better <u>quality</u>.
A: *(trying to persuade B to buy a Sony)* They're both of good quality.



Pronunciation

Tones in new and known information

4 Play the recording and ask Ss to listen and repeat the sentences, paying attention to whether the voice on the underlined word in each sentence goes up or down. T may play the recording as many times as necessary. Explain the rule in the **REMEMBER!** box and ask some Ss to give some more examples.

Audio script:

1. A: I'd like some oranges, please.
   B: But we don't have any oranges.
2. A: What would you like, sir?
   B: I'd like some oranges.
3. A: I'll come here tomorrow.
   B: But our shop is closed tomorrow.
4. A: When is your shop closed?
   B: It is closed tomorrow.

5 Play the recording and ask Ss to listen to the conversation, paying attention to whether the voice of each second sentence goes up or down. Ask some Ss to give their answers and then play the recording again for Ss to listen, check and repeat. T may play the recording as many times as necessary.

Key + Audio script:

1. A: Tom found a watch on the street.
   B: No. He found a wallet on the street.
2. A: Where did Tom find this watch?
   B: He found it on the street.
3. A: Let's have some coffee.
   B: But I don't like coffee.
4. A: Let's have a drink. What would you like?
   B: I'd like some coffee.
5. A: This hat is nice.
   B: I know it's nice, but it's expensive.
6. A: This bed is big.
   B: I know it's big but that one's bigger.

6 First, ask Ss to work in pairs to practise reading aloud the conversation and identify whether the voice on the underlined word in each sentence goes up or down. Then play the recording. Ss listen and draw suitable arrows. T may pause after each sentence and ask them to repeat chorally. Correct their pronunciation if necessary.

Key + Audio script:

A: What make of TV shall we buy?
B: Let's get the Samsung.
A: I think we should get the Sony. It's really nice.
B: But the Samsung is nicer.
A: But the Sony has a guarantee.
B: They both have a guarantee.
A: How much is the Sony?
B: It's $600.
A: It's too expensive.
B: I know it's expensive, but it's of better quality.
A: They're both of good quality.

A CLOSER LOOK 2

Grammar

Conditional sentences type 2: review

1 a Read this sentence from the conversation in GETTING STARTED. Do you remember when we use conditional sentences type 2?

> ***Duong:*** Yeah, if there <u>weren't</u> so many words, it <u>would be</u> easier for us to master it!



Look out!

In a formal context, we normally use *were* instead of *was*:

If I <u>were</u> you, I would think more carefully about the job. (more formal)

If I <u>was</u> you, I would think more carefully about the job. (more informal)

b Write *Yes* or *No* to answer the questions about each sentence.

1. *If Tien had an IELTS certificate, he would get the job.*

   Does Tien have an IELTS certificate? ______
2. *If our English teacher weren't here, we wouldn't know what to do.*

   Is the English teacher here now? ______
3. *If we went to England this summer, we would have the chance to pick up a bit of English.*

   Is it possible that they will go to England this summer? ______
4. *English would be easy to master if it didn't have such a large vocabulary.*

   Is English easy to master? ______
5. *If she used English more often, her English wouldn't be so rusty.*

   Does she often use English? ______

2 Rewrite the sentences using the conditional sentences type 2.

Example:

Peter has such a lot of English homework that he won't go to the party.

→ *If Peter didn't have such a lot of English homework, he would go to the party.*

1. I don't feel confident at interviews because my English is not very good.

   If my English ________________________________.
2. Minh doesn't read many English books because she doesn't have time.

   If Minh ________________________________.
3. I think you should spend more time improving your pronunciation.

   If I were ________________________________.
4. Mai is so good at the language because she has some friends who are native speakers of English.

   If Mai didn't have ________________________.
5. We can't offer you the job because you can't speak English.

   If you could speak ________________________.

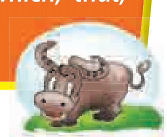
Relative clauses

3 a Read part of the conversation from GETTING STARTED. Pay attention to the underlined part.

> ***Teacher:*** Question one: Is English the language <u>which is spoken as a first language by most people in the world</u>?

REMEMBER!

A relative clause is introduced by a relative pronoun such as ***who, whom, which, that, whose, where, why*** and ***when***.





A CLOSER LOOK 2

Grammar

Conditional sentences type 2: review

1 a Ask Ss to study part of the conversation. Draw Ss' attention to how conditional sentences type 2 are formed and used by analysing the underlined part of the sentence. Draw Ss' attention to the notes and the examples in the **Look out!** box. Then ask some more able Ss to give some examples to illustrate.

b First, have Ss work independently, then ask them to share their answers with one or more partners. Ask some Ss to say their answers aloud. Give comments, and make any correction if necessary.

Key:

1. No 2. Yes 3. No 4. No 5. No

2 Have Ss work independently to write the sentences. If there isn't much time or Ss are not so strong, allocate one or two sentences per student. Then ask them to share their answers with a partner. Ask some Ss to write their sentences on the board and discuss as a class. Give comments and make any corrections.

Key:

1. If my English were/was good, I would feel confident at interviews.
2. If Minh had time, she would read many English books.
3. If I were you, I would spend more time improving my pronunciation.
4. If Mai didn't have some friends who were/are native speakers of English, she wouldn't be so good at the language.
5. If you could speak English, we would offer you the job.

Relative clauses

3 a Ask Ss to read part of the conversation from **GETTING STARTED**, paying attention to the underlined clause. Then have Ss read the **REMEMBER!** box and explain to Ss the words that are used to introduce a relative clause. Ask Ss to make some examples to illustrate.

b **When do we use relative clauses? Can you think of any rules?**

We use relative clauses to give extra information about something/someone or to identify which particular thing/person we are talking about.

Relative pronoun	Example
which (for things and animals)	*The book **which** I liked was the detective story.*
who (for people)	*The girl **who** is wearing a blue shirt is Mai.*
whom (for people as the object of the relative clause)	*That's the boy **whom** we saw at school yesterday.*
when (for time)	*Do you remember the day **when** we first met, darling?*
where (for places)	*This is the place **where** they filmed Star Wars.*
why (for reasons)	*That's the reason **why** he failed.*
whose (for possession)	*That's the man **whose** dog we found.*
that (for people, things, animals and times)	*Where's letter **that** came yesterday?* *The people **that** I spoke to were very helpful.* *We moved here the year **that** my uncle died.*

4 **Circle the correct word. Sometimes more than one answer is possible.**

1. That's the boy ***who/whom/that*** is bilingual in English and Vietnamese.
2. This is the room ***which/who/where*** we are having an English lesson this evening.
3. The girl ***who/whose/which*** father is my English teacher is reasonably good at English.
4. Do you remember the year ***where/when/that*** we started to learn English?
5. The teacher ***whom/which/who*** you met yesterday is fluent in both English and French.
6. That's the reason ***where/when/why*** his English is a bit rusty.

5 **Write true sentences about yourself. Then share them with your partner. How many things do you have in common?**



I would like to:

- have a friend who ...
- go to a country where ...
- buy a book which ...
- meet a person whose ...
- do something that ...

Look out!

We normally use *who* instead of *whom* (except in a formal context) even when it is the object of the relative clause. However, we always use *whom* after a preposition. In informal contexts, we usually put the preposition at the end of the clause and use *who*.

*Is that the boy **who** we saw at school yesterday?*
*This is the woman **with whom** Mary is sharing the room.* (more formal)
*This is the woman who Mary is sharing the room **with**.* (more informal)

We can replace *where/when* with a preposition + *which*. In informal contexts, we put the preposition at the end of the clause.

*The house **where/in which** he lived as a child is somewhere around here.*
*The house **which** he lived **in** as a child is somewhere around here.*
*Do you know the year **when/in which** the steam engine was invented?*
*Do you know the year **which** the steam engine was invented **in**?*



6 **Rewrite these sentences as one sentence using a relative clause.**

1. My friend plays the guitar. He has just released a CD.
My friend who/that plays the guitar has just released a CD.
2. Parts of the palace are open to the public. It is where the queen lives.
________________________.
3. English has borrowed many words. They come from other languages.
________________________.
4. I moved to a new school. English is taught by native teachers there.
________________________.
5. I don't like English. There are several reasons for that.
________________________.
6. The new girl in our class is reasonably good at English. Her name is Mi.
________________________.

b Ask Ss to study the rules in the grammar box. Draw Ss' attention to the use of relative clauses by analysing the examples in the grammar box in **3b**. Then ask the more able Ss to give some further examples.

4 Ask Ss to do the exercise individually. Remind them to look back to the **REMEMBER!** box and the grammar box in **3b**. Then have Ss compare their answers in pairs before checking with the whole class.

Key:

1. who/that 2. where 3. whose 4. when/that 5. whom/who 6. why

5 Have Ss work independently, writing true sentences about themselves. Then ask them to share their sentences with one or more partners to find out how many things they have in common. Ask some Ss to say their sentences aloud. Give comments, and make any corrections if needed. If time allows, have some Ss write their sentences on the board before checking as a class.

6 Before allowing Ss to do Exercise **6**, ask them to study the rules in the **Look out!** box. Then have Ss work independently. Ask them to share their answers with a partner. Ask some Ss to say their answers aloud. Give comments, and make any corrections.

Key:

2. Parts of the palace where/in which the queen lives are open to the public.
3. English has borrowed many words which/that come from other languages.
4. I moved to a new school where/in which English is taught by native teachers.
5. There are several reasons why I don't like English.
6. The new girl in our class, whose name is Mi, is reasonably good at English.

COMMUNICATION

1 **Make notes about yourself.**

ENGLISH LEARNER PROFILE	You	Your partner
1. How long have you been learning English?		
2. What do you remember about your first English classes?		
3. What exams have you taken in English?		
4. Why are you interested in learning English now?		
5. Which English-speaking countries would you like to visit?		
6. What do you think is your level of English now?		
7. How can you improve your English outside class?		
8. For what purposes would you like to use English in the future?		
9. What do you like about the English language?		
10. What don't you like about the English language?		



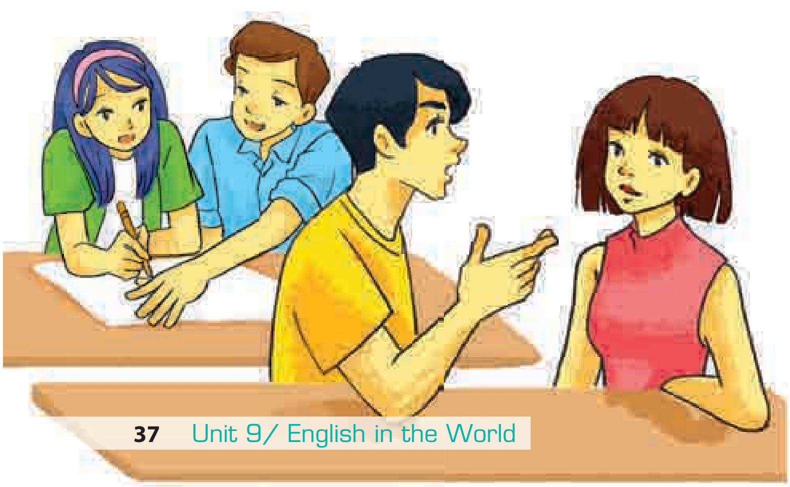








2 **Work in pairs. Take turns to ask and answer the questions in 1. Make notes about your partner. How many things do you have in common?**



3 **Work in groups. Tell your group the things that you and your partner have in common.**



COMMUNICATION

Introduction

Before Ss open their books, ask them to work in groups to discuss the question '*What do you think are the best ways to master English?*' and '*What are the things that you like and don't like about the English language?*' Elicit Ss' answers. Remember that this is a fluency stage of the unit with a primary goal of communication. Do not focus on accuracy at this time. Reward successful attempts at communication.

1 Give Ss about 10 minutes to work independently, making notes about themselves by answering the questions in the table in **1**.

2 Now ask Ss to work in pairs, taking turns to ask and answer the questions in **1**. Remind them to make notes on what their partners say in the table in **1**. Then ask each of them to identify how many things they have in common with their partners.

For a change, have Ss role-play in pairs. One student is a reporter, and the other is a student. The reporter is gathering information about learners of English. Ask for volunteer pairs to role-play in front of the class. In this case, Ss should focus on only three of the questions from the survey. Make sure Ss don't simply read from their books – they should be in character. Give them lots of encouragement and praise for their communicative efforts.

3 Now put two pairs together to work in groups of four, reporting on the things that they and their partners have in common. T moves around the class to listen to the discussions and provide help only if necessary. If time allows, ask some groups to present their findings in front of the class. This may lead to a natural, whole-class discussion. If this happens, encourage it.

SKILLS 1

Reading

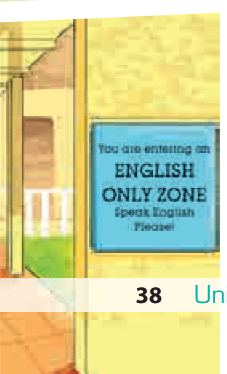
1 Read the following text about English as a means of international communication. Look at the words in the box, then find them in the text and underline them. What do they mean?

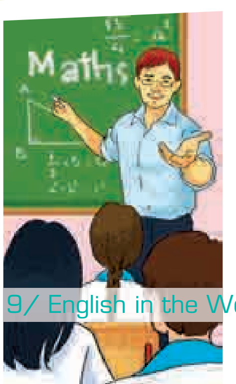
settlement		immersion
derivatives	establishment	dominant

1 English has become a global language thanks to its establishment as a mother tongue in all continents of the world. The English language mainly owes its dominant status in the world to two factors. The first is the export of the language, which began in the 17th century, with the first settlement in North America. The second was the great growth of population in the United States, which was assisted by massive immigration in the 19th and 20th centuries.

2 Nowadays, more and more people around the world are learning English as a second language and the way that they study it is changing. In some countries, English immersion schools have been built to create all-English environments for English learners. In these 'English communities', learners do all their school subjects and everyday activities, such as ordering food at the canteen, in English.

3 However, these new English speakers are not only learning the English language but they are also changing it. There are hundreds of types of English in the world today, such as 'Singlish', a mix of English, Malay, Mandarin, etc or 'Hinglish', the Indian mix of English and Hindi. New words are being invented every day all over the world due to the free admissions of words from other languages and the easy creation of compounds and derivatives.







2 a Read the text again and match the headings (a-c) to the paragraphs (1-3).

a. A changing language
b. A global language
c. Learning English almost 24 hours a day

b Read the text again and answer the questions.

1. What has given the English language its dominance in the world today?
2. What was the great growth of population in the United States in the 19th and 20th centuries assisted by?
3. What do English learners do in English immersion schools?
4. What is *Hinglish*?
5. How are new English words being invented every day all over the world?

Speaking

3 Put the list of ways to improve your English in order of importance for you. Can you add any more ideas?

- [ ] a. taking tests
- [ ] b. memorising English vocabulary
- [ ] c. writing emails and texts
- [ ] d. speaking for fluency and not being corrected all the time
- [ ] e. listening to songs in English
- [ ] f. reading English social media websites
- [ ] g. writing essays
- [ ] h. imitating English pronunciation

4 Work in groups. Compare your lists. Explain your order.

5 Work in pairs. Take one of the ideas from 3 and think about how you can achieve it.

Example:

A: I think we should try to imitate English pronunciation.
B: So then we should watch English videos online.
A: Good idea. We can pause the video and repeat.
B: We can even record ourselves and play it back.

SKILLS 1

Reading

Introduction

Before Ss open their books, ask them to work in groups to discuss either of these questions:

1. Who owns English?

Ss may look somewhat confused by this question. If so, give them more guidance: 'Which countries speak English around the world?', 'Does the English language belong to England? If not, why not?', 'Is the English language changing? If so, how?'

The aim is to get Ss to realize that English is global now and that there isn't one "correct" form of English anymore, but many varieties of English.

2. Does 'Vietglish' exist?

If necessary, explain that this is a blend of Vietnamese and English. Give some guidance: 'Can you think of any words or phrases which blend the two languages?', 'Is this increasing in Viet Nam? If so, why?', 'Can you invent some new "Vietglish" words or expressions?'

1 Now open the books and ask Ss to scan the text to find the words: *settlement, immersion, derivatives, establishment* and *dominant*. T may help Ss work out the meanings of these words out of the context.

- *settlement* (n) = *the process of people making their homes in a place*
- *immersion* (n) = *the language teaching method in which people are put in situations where they have to use the new language for everything*
- *derivatives* (n) = *words that have been developed from other words*
- *establishment* (n) = *the act of starting or creating something that is meant to last for a long time*
- *dominant* (adj) = *more important, powerful or noticeable than other things*

2 a First, have Ss work independently, reading through the text and choosing a suitable heading for each paragraph. Then allow them to share their answers before checking with the whole class.

Key: 1. b 2. c 3. a

b T may set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare their answers in pairs before discussing them as a class.

Key:
1. It is the export of the English language and the great growth of population in the United States that has led to its dominance in the world today.
2. Mass immigration.
3. They do all their school subjects and everyday activities in English.
4. It is a blend of English and Hindi words and phrases.
5. They are being invented every day all over the world due to the free admissions of words from other languages and the easy creation of compounds and derivatives.

Speaking

3 First, give Ss 5 minutes to put their own list in order of importance. Encourage Ss to think of the reasons for their order. They may add other methods they use that aren't on the list.

4 Now in small groups, Ss compare their lists and explain their order to group members. Go around to provide help. Call on some Ss to present their top three methods and the reasons for it. Other groups listen and give comments.

5 Ask Ss to work in pairs, taking one of the ideas in **3** and discussing the way to achieve it. Move around to provide help. Call on one pair to present their ideas. Ask other pairs to add to the list.

Alternatively, T may organise a quick game. In 5 minutes, pairs write down as many ways to achieve the goal as possible. When the time is up, call on the pair with the most ideas to present their answers. Other pairs add to the list.

SKILLS 2

Listening







1 **Listen to four different people talking about speaking and learning languages. Match the summaries (A-E) to each speaker. There is one extra summary.**

A. She can speak Spanish, French, and English fluently.

B. He decided to learn English properly after a holiday in England.

C. A friend advised her to come to England to learn English.

D. She had to learn English because she works for a multinational company.

E. The reason why he is good at German is that he lives near the border.

Speaker 1 ______

Speaker 2 ______

Speaker 3 ______

Speaker 4 ______

2 **Listen to the extracts again and answer the questions.**

1. What did Speaker 1 do last summer?
2. How can Speaker 2 speak Italian?
3. What was Speaker 3's level of English in the past?
4. What did Speaker 3 do while travelling around England?
5. What did Speaker 4 think of her English learning?

Writing

3 **Make notes of four uses of English in your daily life and give an explanation/example for each of them. Then compare your list with a partner.**

What I use English for	Explanation
1. ______	______
2. ______	______
3. ______	______
4. ______	______

4 **a** **Use your notes in 3 to write about what you use English for in your daily life.**

______
______
______
______
______

b **Swap your writing with a partner and review each other's drafts. Make revisions and corrections if necessary. Then present your final writing to the class.**

SKILLS 2

Listening

1 Ask Ss to read the instruction carefully. Have Ss read the summaries and underline the key words in each. Play the recording and ask Ss to match the summaries to the speakers. Then ask two or three Ss to write their answers on the board. Play the recording again for Ss to check the answers.

Key: Speaker 1: E Speaker 2: A Speaker 3: B Speaker 4: D

Audio script:

Speaker 1 (male): My first language is French, but I live near the border, so I'm reasonably good at German. I can also get by in Italian. We went to Rome last summer and I picked up the basics.

Speaker 2 (female): My mother is Spanish and my father is French so I'm bilingual. I'm also fluent in English which I need for my job. I can have a conversation in Italian, but it's a bit rusty.

Speaker 3 (male): I used to be quite bad at English. I knew a few words of everyday English that I learned at school, but I couldn't speak a word of anything else. Last summer, I went to England on holiday. While I was travelling around the country, I picked up enough words and phrases to get by. I was told that my pronunciation was quite good, so when I got home I decided to learn English properly.

Speaker 4 (female): Last year, I got a job in a multinational company, so I had to learn English. A friend recommended an English centre and I have been going there for six months. I always enjoy the lessons and the language is taught in a communicative way. I think that I've learned a lot since I started. It's not all fun, though - at the moment I'm studying for my first exam!

2 First, ask Ss to work in pairs to answer the questions from the information they have heard in **1**. Then play the recording again and allow Ss to check if their answers are correct.

Key:
1. He went to Rome.
2. She can have a conversation in Italian, but it's a bit rusty.
3. He used to be quite bad at English.
4. He picked up enough words and phrases to get by.
5. She thinks that she has learned a lot since she started an English course at an English centre.

Writing

3 Ask Ss to work individually making notes of up to four uses of English in their daily life and giving an explanation/example for each of them in the given table. Remind them that they do not have to write full sentences and they can use abbreviations and note-form. Then ask Ss to share their notes with their partners. T may ask some more able Ss to read out their notes to the whole class.

4 a+b Set up the writing activity. Brainstorm the language necessary for their writing with Ss: an introduction paragraph, organising ideas using connectors – *Firstly, Secondly, Finally*, providing examples to illustrate the points.

Ask Ss to write the draft first and then swap their writing with a partner. Based on the comments, have them write their final version in class or at home. If they write in class, they can also do it in pairs or groups on big pieces of paper. T may display all or some of the leaflets on the wall/notice board. Other Ss and T give comments. Ss edit and revise their writing as homework.

Sample writing:

I use English for different purposes in my everyday life. Firstly, English helps me communicate with people all over the world. I have made friends with some students from the UK and Australia. I use English to chat with them about many things. Secondly, English helps me get information and improve my knowledge. Because almost any information is available in English, it is easy for me to get access to all sources of information with my English. Finally, English is useful when I want to go abroad to study. A lot of schools and universities in different countries which provide scholarships and courses in English. I am learning English hard to get an IELTS score of 6.5 so that next year I can go to Australia to study. In conclusion, English is useful for me in various ways.

LOOKING BACK





Vocabulary

1 Underline the correct word in each sentence.

1. I'm from Viet Nam. My ***first/foreign*** language is Vietnamese.
2. She spoke English with a strong ***accent/ intonation*** that I couldn't understand.
3. The Yorkshire ***dialect/language*** is one of many in England.
4. Most students learned English as their ***official/ second*** language.
5. Canada has two ***foreign/official*** languages: English and French.

2 Read what three people say about speaking languages. Fill each blank with a phrase in the boxes.

can also get by	am reasonably good	picked up

My first language is Vietnamese, but I live in a neighbourhood where there are a lot of English families, so I (1)_____ at English. I (2)_____ in French. We went to Paris last summer and I (3)_____ the basics.

also fluent in	can have a conversation
am bilingual	it's a bit rusty

I (4)_____ because my father is French and my mother is Spanish. I'm (5)_____ English because I work in a multinational company. I (6)_____ in Italian, but (7)_____.

know a few words	can't speak a word	am quite bad at

To be honest, I (8)_____ languages. I (9)_____ of English that I learned from my grandfather, but I (10)_____ of anything else.

3 Rewrite these sentences using the words/ phrases in brackets.

1. I don't know any French. (speak a word)
   I ____.
2. I learned a few words of English on holiday. (picked)
   I ____.
3. My brother can speak Italian very well. (fluent)
   My ______________________________________.
4. I can speak both English and French perfectly. (bilingual)
   I'm ______________________________________.
5. I speak enough German for holidays. (get by)
   I ______________________________ on holiday.
6. I haven't practised my Russian for a long time. (rusty)
   My ______________________________________.

4 Use the words from the box to complete the sentences.

mistakes	imitate	corrects	translate
look up	accent	communicate	guess

It's normal to have a(n) (1)_____ when we speak English. It's OK – other people can usually understand us. It's a good idea to listen to CDs or watch DVDs and try to (2)_____ other speakers to make your pronunciation better. If you see a new word and you don't know what it means, you can sometimes (3)_____ the meaning from words you know, or you can (4)_____ the word in a dictionary. A lot of good English learners try not to (5)_____ things from their first language. Translation is sometimes a good idea, but try to think in the foreign language if you can! It's normal to make (6)_____. When your teacher (7)_____ a mistake in your writing or speaking, think about it and try to see why it's wrong. But it's more important to (8)_____, so don't be afraid to speak!

Grammar

5 Put the correct relative pronoun in each sentence.

Example: That's the dog ✓(which) ate our dinner.

1. Those are the stairs I broke my arm.
2. There's a shop you can buy English books and CDs.
3. The English couple live next to us can get by in Vietnamese.
4. There's a shop near my house sells cheap DVDs.
5. Look up the new words in the dictionary has just been published by Oxford University Press.

LOOKING BACK

This is the review section of the unit, so encourage Ss not to refer to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help you and your Ss see how far they have progressed, and which areas need further practice.

The questions in **LOOKING BACK** match the **Finished!** self-assessment statements at the end of this lesson. Ss should check how well they did at each question and use that information when filling in the self-assessment.

Vocabulary & Grammar

For **1**, **2**, **3**, **4** and **5**, first have Ss work independently. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment.

For exercise **3**, T may ask some Ss to write their sentences on the board and give necessary correction.

Key:

1

1. first 2. accent 3. dialect 4. second 5. official

2

1. am reasonably good
2. can also get by
3. picked up
4. am bilingual
5. also fluent in
6. can have a conversation
7. it's a bit rusty
8. am quite bad at
9. know a few words
10. can't speak a word

3

1. I can't speak a word of French.
2. I picked up a few words of English on holiday.
3. My brother is fluent in English.
4. I am bilingual in English and French.
5. I can get by in German on holiday.
6. My Russian is a bit rusty.

4

1. accent 2. imitate 3. guess 4. look up
5. translate 6. mistakes 7. corrects 8. communicate

5

2. Those are the stairs **where** I broke my arm.
3. There's a shop **where** you can buy English books and CDs.
4. The English couple **who/that** live next to us can get by in Vietnamese.
5. There's a shop near my house **which/that** sells cheap DVDs.
6. Look up the new words in the dictionary **which/that** has just been published by Oxford University Press.

Communication

6 Choose A-E to complete the following conversation. Practise the conversation with your partner.

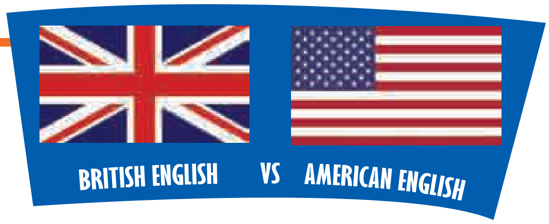
Long: I heard that you got an IELTS score of 8.0?
Minh: (1)______
Long: Congratulations! Would you mind sharing with us your experience of learning English?
Minh: (2)______
Long: How do you feel about your level of English now?
Minh: (3)______
Long: Really? What things did you do to improve your English outside class?
Minh: (4)______
Long: And how did you improve your pronunciation?
Minh: (5)______

A. I can speak English comfortably in almost any situation.
B. I often listened to CDs and imitated the pronunciation.
C. Not at all.
D. That's right!
E. I read and listened a lot. I made friends and practised speaking English with native English speakers.

Finished! Now I can…	✓	✓✓	✓✓✓
• use lexical items related to languages and language use and learning			
• identify the correct tones for new and known information and say sentences correctly			
• use conditional sentences type 2 correctly and appropriately			
• use relative clauses correctly and appropriately			
• read for general and specific information about English as a means of international communication			
• talk about experiences in learning and using English			
• listen for general and specific information about some students' experiences in learning and using languages			
• write a paragraph about the uses of English in everyday life			

PROJECT

DIFFERENCES BETWEEN VARIETIES OF ENGLISH



1 Read the chart and fill the blanks with the words from the box.

soccer pavement highway rubbish nappy sweets flashlight underground

British English		American English	British English		American English
flat		apartment	(4)______		sidewalk
taxi		cab	motorway		(5)______
(1)______		candies	(6)______		subway
football		(2)______	(7)______		garbage
(3)______		diaper	torch		(8)______

2 Choose two varieties of English. Write a similar chart showing the differences in vocabulary between them.

3 Organise an exhibition of the charts you have made among your group or class members. Vote for the best.

Communication

6 First, ask Ss to do the task individually to choose sentences (A-E) to complete the conversation. Then check their answers as a class. Finally, ask Ss to practise the conversation with their partners and call on some pairs to act out the conversation in front of the class

Key:

1. D 2. C 3. A 4. E 5. B

Finished!

Finally, ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice if necessary.

PROJECT
Differences between varieties of English

1 First, ask Ss to read the chart showing the differences in vocabulary between British English and American English and fill the blanks with the words from the box. Then allow them to share their answers before checking with the whole class.

Key:

1. sweets	2. soccer	3. nappy	4. pavement
5. highway	6. underground	7. rubbish	8. flashlight

2 Ask each group to choose two varieties of English, and design a chart showing the differences in vocabulary between them. If time allows, T may let Ss complete the project in class. Otherwise, Ss can complete the project as homework.

3 When Ss have finished their charts, ask them to display them on the walls of the classroom. Have the Ss move around to look at all the charts and discuss them. Finally, ask the whole class to vote for the best one.

REVIEW 3 (UNITS 7 - 8 - 9)

LANGUAGE

Pronunciation

1 a Mark the questions with falling, rising, or falling-rising arrows. Then listen, check, and repeat.



A: What are you doing? Are you baking?

B: Yes. I'm trying a recipe for Japanese cotton cheesecake.

A: Japanese cotton cheesecake? Sounds strange.

B: Right, but my friends say it's really delicious.

A: Do they sell that kind of cake in bakeries?

B: Yes. But I want to make it myself.

b Mark the sentences with falling or rising arrows. Then listen, check, and repeat.

A: This tour is cheap.

B: That tour is cheaper.

A: Let's book that tour today.

B: But the travel agent is closed today.

A: Tomorrow is fine.

Vocabulary

2 Fill each blank with a word/phrase from the box.

tender	bilingual	stew	jet lag	full board
garnish	excursion		official language	marinate

1. Remember to ______ the sliced beef in a little oil for half an hour before stir-frying. The beef will be ______ that way.
2. I'm learning to ______ different dishes to make them more attractive.
3. You should ______ the beef for an hour if you want your grandparents to have it.
4. My best friend couldn't come to the party because she was suffering from ______ after her trip to the USA.
5. – Are you going on a(n) ______ with your class this Sunday?
   – Yes, we have one twice a year.
6. – Do you require half or ______?
   – Half, please.
7. I was born in Viet Nam and grew up in France. I can speak both Vietnamese and French, so I'm ______.
8. – What's the ______ of Canada?
   – There are two: English and French.

3 Fill each blank with the correct form of the word given.

1. My brother trained to be a teacher, but then he decided to become a tour ______. GUIDANCE
2. If you want to pay a more ______ price, remember to book the tour two weeks in advance. REASON
3. My English is a bit ______. I haven't used it for years. RUST
4. My grandfather is 80 years old, and he's ______ in both French and English. FLUENCY
5. There is nothing more boring than a seaside town in the low ______. SEASONAL
6. To make a carrot cake for four people, you need 200 grams of ______ carrot. GRATE
7. When you place food over boiling water to cook, it means you ______ it. STEAMER
8. Someone who is going past a particular place is a ______-by. PASS

Introduction

The aim of this unit is to revise the language Ss have learnt and the skills they have practised in Units 7, 8, and 9.

Help Ss recall the vocabulary and language skills they have learnt in these units, and encourage them to contribute as much as possible.

LANGUAGE

T may use the **LANGUAGE** review as a self-test. Ss do the exercises in 30 minutes then T checks their answers. Otherwise, T can conduct each activity separately.

Pronunciation

1 a+b Review the use of falling, rising, and falling-rising tones in *statement* questions, *finding out* questions, *making sure* questions, and sentences to show new and known information.

Ask Ss to do this exercise individually and then share their answers with a partner before giving T the answers. Play the recordings for Ss to check and repeat. Have some Ss read out the conversations with correct intonation. Give comments.

Key + Audio script:

a
A: What are you doing? Are you baking?
B: Yes. I'm trying a recipe for Japanese cotton cheesecake.
A: Japanese cotton cheesecake? Sounds strange.
B: Right, but my friends say it's really delicious.
A: Do they sell that kind of cake in bakeries?
B: Yes. But I want to make it myself.

b
A: This tour is cheap.
B: That tour is cheaper.
A: Let's book that tour today.
B: But the travel agent is closed today.
A: Tomorrow is fine.

Vocabulary

2 Have Ss do this exercise in pairs. Check the answers as a class.

Key:	1. marinate; tender	2. garnish	3. stew	4. jet lag
	5. excursion	6. full board	7. bilingual	8. official language

3 Ask Ss to work out what kind of word each blank needs to complete the sentence (e.g. noun, verb, adjective, etc.). Then have Ss complete the sentences individually. T can ask some Ss to write their answers on the board. Confirm the correct answers.

Key:	1. guide	2. reasonable	3. rusty	4. fluent
	5. season	6. grated	7. steam	8. passer

Grammar

4 There is one mistake in the underlined words in these sentences. Find and correct it.

1. We had (A) an excursion to the Lake Hudson (B), a (C) man-made reservoir in Oklahoma, last (D) Sunday.
2. Don't put (A) too much (B) garlic in the salad; two bunches (C) are enough (D).
3. If (A) you did more exercise (B), your muscles (C) will be (D) stronger.
4. Remember not (A) to skip the breakfast (B) because it's (C) the most important (D) meal.
5. I don't like to eat out (A) because it isn't easy to find (B) a restaurant which have (C) good food and service (D).
6. She's fluent in (A) both English and French, but her (B) Vietnamese is rusty even though (C) she is the Vietnamese American (D).

5 What would you say in these situations? Use conditional structures and the words given to write suitable sentences.

1. Your friend wants to widen his English vocabulary. You think it's best to read short stories in English. Give him some advice. (SHOULD)

____

2. Your sister wants to become a tour guide. Your mum thinks she can succeed if she learns more about history and culture. Here is what your mum says to her. (CAN)

____

3. Your cousin wants to improve her English and asks you which language centre she should go to. You think it's possible to choose either The Sun or The Shine. You tell her what you think. (MAY)

____

4. A friend asks you what you would do at a restaurant if you saw a fly in your soup. Answer his question. (IF)

____

5. Your brother and his friends are planning a one-day excursion for their class. They don't know where to go and ask you for advice. Tell them. (WERE)

____

6 Combine each pair of sentences to make a complete sentence, using a suitable relative pronoun.

1. Last holiday we stayed in a resort. Mi recommended it to us.
→ ____.
2. Some people talk too loudly in public places. I don't like them.
→ ____.
3. The dishes are so hot. My mother has cooked them.
→ ____.
4. Last year I visited a small town. They filmed *The Little Girl* there.
→ ____.
5. Ms Mai was my teacher. I will never forget her.
→ ____.

Everyday English

7 Complete each short dialogue with a sentence in the box.

A. I'm not into science.
B. I can't wait to go camping with you again.
C. But I'm starving. D. Lucky him.
E. I can't picture her in traditional costume.

1. A: Hey, don't touch that! You have to wait for our grandparents before starting to eat.
   B: (1)______. I haven't eaten anything this morning.
2. A: Why have you changed the channel?
   B: (2)______. I prefer Eco-tourism on Channel 12.
3. A: Mi's giving a presentation on Vietnamese foods at an international conference. She's decided to wear *ao dai*.
   B: (3)______. She usually wears casual clothes.
4. A: We are going camping this weekend. Would you like to join us?
   B: Great! (4)______.
5. A: Phong is the winner of our English speaking contest. He has been given five million dongs.
   B: (5)______.

Grammar

4 Have Ss read the sentences. Then ask them to find the mistake in each sentence, and write the corrected version of the sentence. Now have Ss compare their answers in pairs. Check their answers as a class.

Key:

1. B the Lake Hudson → Lake Hudson
2. C bunches → cloves
3. D will be → would be
4. B the breakfast → breakfast
5. C have → has
6. D the Vietnamese American → a Vietnamese American/Vietnamese American

5 Have Ss read the situations and write suitable sentences. Call on two Ss to write their sentences on the board. T and other Ss give comments. Correct any mistakes.

Suggested answers:

1. If you want to widen your English vocabulary, you **should** read short stories in English.
2. You **can** become a tour guide if you learn more about history and culture.
3. If you want to improve your English, you **may** go to either The Sun or The Shine language centres.
4. **If** I saw a fly in my soup, I would tell the manager.
5. If I **were** you, I would go to Song Nhi Resort.

6 Elicit from Ss the relative pronouns and their uses (e.g. who, whom, which, that, where). Ask Ss to do this exercise individually and compare their answers with a partner. Have some Ss read out their sentences. Correct any mistakes.

Key:

1. Last holiday we stayed in a resort **which/that** Mi recommended.
2. I don't like people **who** talk loudly in public places.
3. The dishes **which/that** my mother has cooked are so hot.
4. Last year I visited a small town **where/in which** they filmed *The Little Girl*.
5. Ms Mai was a teacher **whom/who** I will never forget.

Everyday English

7 Elicit the meanings of the sentences in the box. Have Ss do this exercise in pairs. After checking their answers, ask one or two pairs to act out the short dialogues.

Key:

1. C 2. A 3. E 4. B 5. D

SKILLS

Reading

1 Read Mi's email to Nick and do the exercises that follow.

From:	mi@quickmail.com
To:	nick@quickmail.com
Subject:	English Camp

Hi Nick,

How are you? I'm having so much fun here at English Camp. It's a pity you can't join us. It's my third day here and I wish the camp would last a month!!!

On the first day, we put up the tents. They held a tent competition, and although we tried our best, our team was only the runner-up. Guess what? I met Nam, our classmate, but we couldn't talk much because he was in another team.

Before lunch we played some team building games. It was exciting! In the afternoon we went fishing. Hung, a student from Luna School, is a really good angler. He caught ten fish while I caught none. However, we let them all go.

The second day, when we had a cooking competition, was also awesome. We had to draw lots to choose the dish we would cook. Hung did ours and we were asked to make sushi. Hung and I didn't know how to make it, but lucky us – we had Chie in our team! She's a student who comes from Tokyo and has lots of experience making sushi. Our sushi won the first prize! It's great that Chie taught us how to make this healthy dish.

Today there's an English speaking contest on how to learn English successfully for non-native English speaking students. Hung's giving a presentation on his top tips for learning English.

I must go now. Chie and Hung are calling me.

Until next time,

Mi

a Decide if the statements are true (T) or false (F).

		T	F
1.	Mi's team wasn't the winner of the tent competition.		
2.	Mi is the only student from her class to join the camp.		
3.	They played some team building games after lunch.		
4.	Hung is a better angler than Mi.		
5.	They kept some fish and let others go.		

b Answer the questions.

1. How did the campers choose the dish to cook for the competition?
2. Where does Chie come from?
3. What prize did they win?
4. Who is the English speaking contest for?
5. What is the topic of Hung's presentation?

Speaking

2 Work in groups and discuss the questions.

1. Have you ever joined an English speaking camp? If yes, share your experience with your friends. If no, tell your friends about the class excursion you liked best.
2. Do you think it is a good idea to take part in an English speaking camp? Why/Why not?



SKILLS

Reading

1 **a** Have Ss read the email and decide if the statements are true or false. Ask Ss to compare their answers with a partner before giving T the answers. Confirm the correct answers. Ask Ss to explain the false statements.

b Have Ss do these exercises individually, check their answers with a partner before giving the answers to T. Two Ss can write their answers on the board if time allows.

Key:

a

1. T
2. F (Nam, their classmate, also joined the camp)
3. F (they played the games before lunch)
4. T
5. F (they let all the fish go)

b

1. They drew lots.
2. She comes from a school in Tokyo/from Tokyo.
3. They won the first prize.
4. It's for non-native English speaking students.
5. It's about his tips on how to learn English.

Speaking

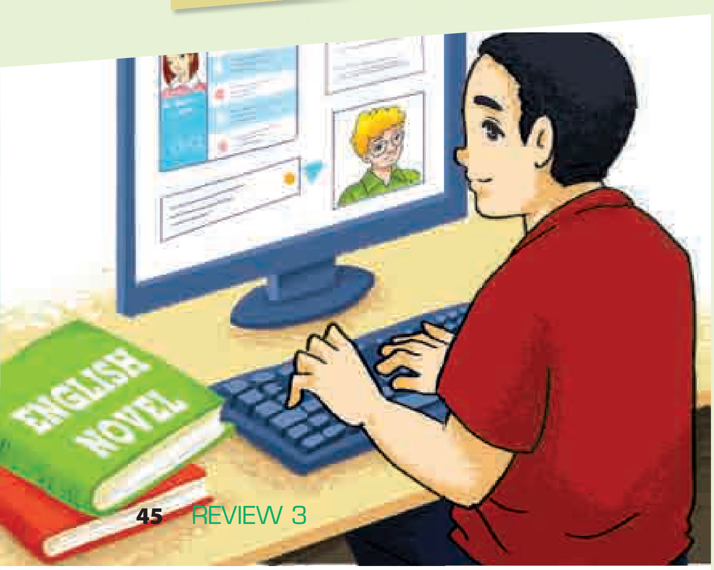
2 Ask Ss to work in groups to discuss the questions. Have Ss report their groups' answers to the class. Give comments and summarise Ss' ideas.

Listening

3 **Listen to Hung giving a presentation on his tips for learning English well. Complete the listener's notes. Use no more than THREE words for each blank.**

Tips for Learning English

- Reading (1)______ in English
  - + widening (2)______
  - + understanding the context
  - + remembering words longer
  - + knowing how to use words (3)______
- Practising grammar
  - + doing exercises from different (4)______
  - + good books: *Grammar in Use* and *Active Grammar*
- Taking opportunities to speak and write English
  - + joining an (5)______
  - + exchanging emails and chatting on Skype
  - + improving skills and widening knowledge of (6)______
- Being (7)______
  - + not being afraid of making mistakes
  - + taking part in class (8)______
  - + asking your teacher and classmates for help



Writing

4 **Choose one of the topics and write a paragraph about it.**

a. What are your tips for learning English well?

b. What do you think you can learn from other countries' foods?

You can start your paragraph with:

Here are some of my tips for learning English well.

In my opinion, we can learn several things from other countries' foods.

Listening

3 Have Ss read the notes carefully. Play the recording for the first time. Ss listen and fill each blank with no more than three words. Elicit the answers from Ss and write them on the board. Play the recording a second time for Ss to check their answers. If there are any difficulties, play the recording a third time, stopping at difficult points. Confirm the correct answers.

Audio script:

My tips to learn English well are not complicated. Firstly, I usually read stories and books in English. Reading them helps me widen my vocabulary and understand the context where words are used. This way I can remember vocabulary longer and know how to use the words correctly. Secondly, to practise English grammar, I do lots of exercises from different grammar books. I find *Grammar in Use* and *Active Grammar* useful because they explain grammar thoroughly, and provide learners with various types of exercise. Thirdly, I take every opportunity to speak and write English because these are my weak points. I've joined an international project which connects students from all over the world. I've made friends with four students from the USA, Australia, France, and Egypt. We write each other emails and chat on Skype. That way I can not only improve my English skills but also enrich my knowledge of different cultures. My last tip is to be self-confident. Don't be afraid of making mistakes in the process of learning. In class, you should take part in the activities actively. If there are any things you don't understand, ask your teacher and classmates for help. These tips have helped me to become a successful English learner.

Key:

1. stories and books	2. vocabulary	3. correctly	4. grammar books
5. international project	6. different cultures	7. self-confident	8. activities

Writing

4 Have Ss choose one of the two topics and write a paragraph. The audio script in the **Listening** section can serve as a writing model. It might be useful to study its structure with Ss before they attempt their own paragraphs. Ask Ss to write individually. Ask two Ss to write their paragraph on the board. Other Ss and T give comments. Collect some paragraphs to correct at home. Alternatively, have Ss revise and rewrite their paragraph as homework.

For a less able class, have Ss collectively brainstorm ideas for the topics before they write. Comment on their ideas.

Unit 10 SPACE TRAVEL

GETTING STARTED

A mission to Mars





1 **Listen and read.**

Nick: Wow, is that you in this photo? The youngest astronaut in the world doing a spacewalk!

Phuc: Ha! Yeah, it was in a museum in Sweden.

Nick: You look so excited!

Phuc: Well, that trip made me crazy about space. Before I turned ten, I'd already collected lots of books about the universe. I'd learnt about the planets, the stars, satellites, rockets, and stuff.

Nick: You know, last year I visited an astronomy museum and I touched a meteorite.

Phuc: A meteorite! What was it like?

Nick: Honestly, it wasn't as impressive as I'd expected. It was just like an ordinary piece of rock.

Phuc: But perhaps it was from Mars. Think of that!

Nick: Maybe. Do you think there could be life on Mars?

Phuc: It's possibly habitable. It once had an ocean … Who knows, in 20 years we might be flying there on a discovery mission.

Nick: Haha, but we'd need to do some serious training first. They say you practise by scuba diving in a flight suit...

Phuc: That's right. And you also have to experience microgravity on a parabolic flight.

Now start the lesson. For a lead-in, T can draw on the board a diagram of our solar system, with the Sun and eight planets, and ask Ss to name them.

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

T can give some mnemonics to help Ss remember the order of the planets, for example:

My very excellent mother just served us nachos.

Mom visits every Monday, just stays until noon.

Alternatively, T can bring in some posters from popular films about space, for example *The Martian, Apollo 13, Gravity*, etc. It would be preferable if the films are fairly realistic about the science of space travel. Discuss briefly with the class the content of the films and try eliciting some key words about space travel such as *spacecraft, astronauts, mission, planets*, etc. T can write the key words on the board.

Ask Ss to guess the topic of the unit.

THIS UNIT INCLUDES:

VOCABULARY
Astronomy and space travel

PRONUNCIATION
Continuing or finishing tones

GRAMMAR
Past simple and past perfect: review
Defining relative clauses

SKILLS
- Reading for specific information about two famous astronauts' space travel
- Talking about space travel history and discussing the skills needed to become an astronaut
- Listening for general and specific information about some space tourism services
- Writing a short paragraph using advertising language

COMMUNICATION
Talking about life on a space station

Nick: What's that?

Phuc: The plane flies at high altitude, then it climbs sharply for a few seconds and descends sharply, a bit like a rollercoaster. The people inside the plane start to float. I'd love to do that.

Nick: Sounds a bit scary. But let's take a look at your rock collection. There may be something interesting here...

Phuc: Yes, perhaps a meteorite that landed on Earth from the moon!

Unit 10/ Space Travel 47

Objectives:

By the end of this unit, students can:
- use the lexical items related to astronomy and space travel
- identify continuing or finishing tones and say sentences with the correct intonation
- use the past simple and the past perfect with confidence
- use defining relative clauses correctly and appropriately
- read for specific information about two famous astronauts' space travel
- talk about space travel history and life on a space station
- listen for general and specific information about some space tourism services
- write a short paragraph using advertising language

GETTING STARTED
A mission to Mars

Introduction

Before starting this lesson, do a quick game to revise the main grammar point in Unit 9: relative pronouns.

Write on the board some phrases that will need relative clauses to be complete, for example:

The language…

This is the place…

I met the girl…

In groups of three, Ss take turns to complete these sentences: the first student says one of these phrases, then the second student adds a relative pronoun. The last student will add a clause to finish the sentence.

For example:

Student 1: The language…

Student 2: …which…

Student 3: …I would like to learn the most is Spanish.

1 Before Ss start reading the **GETTING STARTED** conversation, introduce the characters Phuc and Nick and provide the context: Nick is visiting Phuc, and they are now talking in Phuc's room. Ask Ss to focus on the picture and the heading 'A mission to Mars'. Ask questions:

What do you think Phuc and Nick are talking about?

What else can you see in the room?

What do you think Phuc is interested in? Why do you think so?

Do not provide corrective feedback at this stage.

Now play the recording. Ask the class to revise their answers if necessary.

a **Draw lines to match the words with the definitions.**

1. astronaut	a. the height of something above the sea
2. mission	b. with conditions that are suitable for life to exist
3. microgravity	c. the science that studies the universe and its objects such as the moon, the sun, planets, and stars
4. astronomy	d a person who has been trained to work in space
5. habitable	e. a programme of space flights
6. altitude	f. the state of weightlessness

b **Answer the questions.**

1. What was Phuc interested in when he was young?
2. What had Phuc done before he turned ten years old?
3. Why does Phuc use the phrase 'and stuff' at the end of his list?
4. What did Nick think of the meteorite in the museum?
5. What are some ways to train as an astronaut?
6. What does Phuc compare a parabolic flight to?

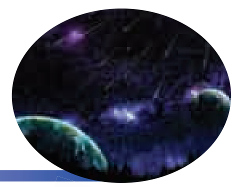
c **Who is keener on space travel – Phuc or Nick? Why do you think so?**

2 **Find a word in the box to match the picture in each description.**

satellite	meteorite	universe	spacecraft	rocket	telescope




1. A ________ travels round Earth to collect information or to communicate by radio, television, etc. It can also be a natural object which moves round a larger object in space.
2. With a ________ you can have a great experience watching the stars.



3. Our sun and its planets are just a tiny part of the Milky Way, and the Milky Way is just one galaxy in the ________.



4. A ________ is a piece of rock or other matter from space that has landed on a planet.



5. A ________ is shaped like a tube and moves very fast. It helps a space shuttle to be sent into space.



6. A ________ is a vehicle, with or without people inside, used for travel in space.

3 **GAME: SPACE BINGO!**

Create a Bingo card and play with the new words you have learnt from this lesson.



a Now tell Ss to look at the text of the conversation. Play the recording and have Ss follow along. Have Ss then work in pairs to do the matching exercise.

Key: 1. d 2. e 3. f 4. c 5. b 6. a

b Have Ss continue to work in pairs and answer the questions. Give feedback as a class. Ask Ss to say where in the conversation they found the answers to the questions.

Key:

1. Phuc was crazy about space.
2. He had learnt about the universe and had collected lots of books about space.
3. To show that there are more things in the list but that it's not necessary to list everything.
4. He wasn't very impressed because he thought the meteorite was like an ordinary piece of rock.
5. By scuba diving in a flight suit and by taking a parabolic flight to experience microgravity.
6. He compares it to a ride on a rollercoaster.

c Have Ss discuss the questions: 'Who is keener on space travel – Phuc or Nick? Why do you think so?' Ask Ss to give as much information in the text to support their answers as possible.

Key:

Phuc seems keener on space travel than Nick. He was crazy about space when he was young. Phuc knows more about space and astronauts. He says he'd love to experience microgravity, where as Nick thinks microgravity sounds scary.

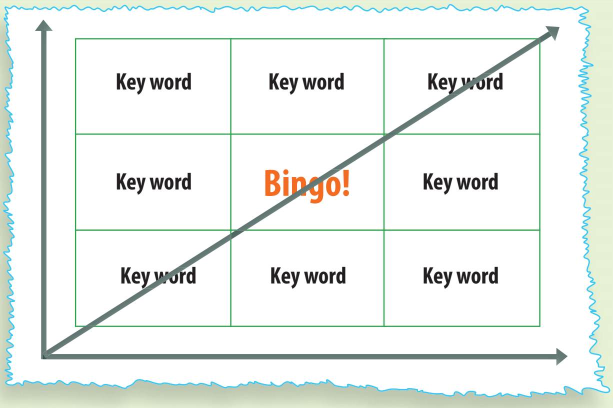
2 Have Ss work individually for this exercise. Ask them to pay attention to the photos and the key words/ content words in the sentences. Have Ss then compare their answers with a partner.

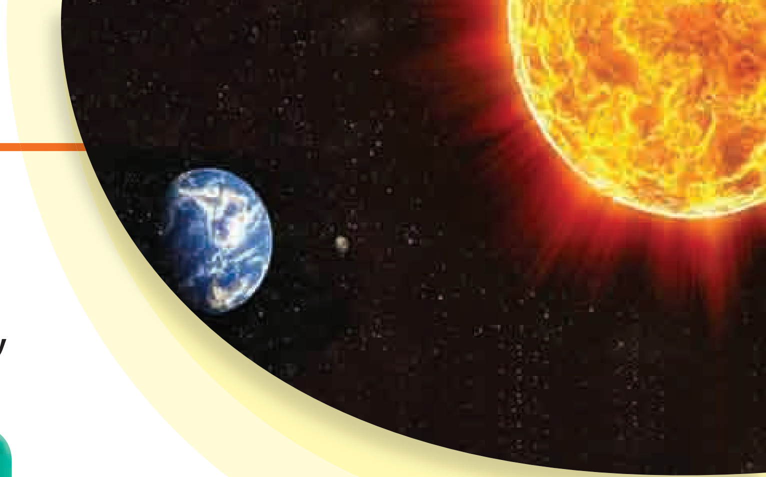
Key: 1. satellite 2. telescope 3. universe 4. meteorite 5. rocket 6. spacecraft

3 Ask Ss to work in small groups for this game. Give Ss the following instructions. T may draw a bingo card on the board and fill in the first word as a demonstration.

- First, create a Bingo card of nine squares by drawing two horizontal lines and two vertical lines. Write 'Bingo!' in the middle square to form a 'free space'.
- Second, create a vocabulary list that contains eight new words that Ss have learnt in this lesson.
- Third, each player fills in his or her Bingo card with the words from the list. Each player should have his or her words in different squares for the game to work.
- Write the eight vocabulary words on small pieces of paper, shuffle the paper, and keep them face down. Then, one person turns over the pieces of paper one by one, and calls out either the actual words or the definitions. (See the illustration beside.)
- Players find the words in their grid as they are called, and mark them off. When a player has marked three boxes down, across, or diagonally (counting the 'free space'), he or she calls out 'Bingo!' and wins the round.

Ss can play several rounds with the same card. Use a different symbol to mark the card for each round.





A CLOSER LOOK 1

Vocabulary

1 Fill the gaps with the verbs provided. Modify the verb if necessary.

land | **orbit** | **train** | **experience** | **launch**

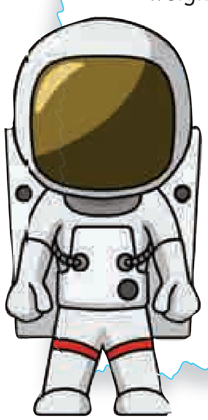
1. It takes 365.256 days for Earth to _____ the Sun.
2. Have you ever _____ weightlessness?
3. The spacecraft was _____ last week.
4. In 2014 a robot named Philae, part of the Rosetta mission, successfully _____ on a comet.
5. Would you like to be _____ to become an astronaut?

2 Choose a word/phrase in the box to fill each blank.

a flight suit | spacewalks | operate | good health | parabolic flights

HOW ASTRONAUTS ARE TRAINED

Anyone can apply to train as an astronaut as long as they have a bachelor's degree in science, mathematics or engineering, experience as a jet pilot, and are in (1)_____. If they get accepted, there are several phases of training. The first phase requires them to pass a swimming test in (2)_____. They take (3)_____ that produce weightlessness. They also learn about various spaceship systems. In the second phase, they are trained to (4)_____ spacecraft systems and deal with emergencies. The training often takes place in a water tank laboratory so that trainees become familiar with crew activities in simulated microgravity in order to perform (5)_____.



3 a Match these space-related idioms to their meanings.

1. over the moon	a. occasionally
2. once in a blue moon	b. almost without limit
3. out of this world	c. delighted
4. The sky's the limit.	d. amazing

b Now practise saying them with a partner.

A: How often do you play football?
B: Oh, once in a blue moon.

4 GAME

Which planet of our solar system is being described in each sentence? Guess the planets and write their names.

1. This planet is the second brightest object in our night sky. Only the moon is brighter.
2. Nearest to the Sun, this planet is extremely hot during the daytime and extremely cold at night.
3. The largest planet in our solar system that has more gravity than Earth, and many storms.
4. This planet has a surface of red dirt and rocks and there are signs of ancient floods on it.
5. This dark, cold planet is the farthest from the Sun and takes almost 165 Earth years to orbit the Sun.
6. This is the only planet in our solar system that is known to have life.
7. Called 'The Jewel of the Solar System', this is the only planet whose beautiful rings can be seen from Earth with a telescope. The day Saturday was named after this planet.
8. The atmospheric temperature of this 'ice giant' planet can be as low as -224°C, the coldest temperature of any planet.

A CLOSER LOOK 1

Vocabulary

1 Have Ss work individually to complete the exercise. Remind them to modify the verbs where necessary. They then compare their answers in pairs.

For a more able class, after Ss have finished, ask them which word(s) can be used as a noun as well. Give feedback: *orbit, experience, launch*. Ask Ss to make sentences with these nouns.

Key: **1.** orbit **2.** experienced **3.** launched **4.** landed **5.** trained

2 For this exercise, remind Ss of some words about space they have learnt earlier, for example: *astronaut, jet pilot, weightlessness, water tank laboratory, microgravity*.

Then have Ss work individually to complete the exercise. Ask Ss to pay attention to the key words to understand the text, as well as to the part of speech of the missing words.

Key: **1.** good health **2.** a flight suit **3.** parabolic flights **4.** operate **5.** spacewalks

3 a As a class, ask Ss to cover the boxes on the right so that they can attempt to guess the meaning of the idioms first. Then they uncover the boxes and do the matching exercise. Check the answers as a class, and make sure the idioms are understood before moving on to **b**.

Key: **1.** c **2.** a **3.** d **4.** b

b Have Ss then work in pairs to make short dialogues using the idioms they have learnt.

4 This game can be played in small groups in two rounds.

In the first round, all groups will read the definitions to guess the planets. The game will be timed. The group who is quickest to have all correct answers is the winner.

If time allows, have Ss play the second round. In this round, T writes the names of some of the planets on the board (one by one). In 30 seconds, each group has to write on a piece of paper one fact they know about these planets, without looking at the textbook. The papers will then be cross checked by groups to find the group which has the most correct answers.

Key:

1. Venus	**2.** Mercury	**3.** Jupiter	**4.** Mars
5. Neptune	**6.** Earth	**7.** Saturn	**8.** Uranus

A CLOSER LOOK 2

Pronunciation

Continuing or finishing tones

REMEMBER!

When we say a list of things, we raise our voice on each item on the list to show that the list has not finished, and lower our voice at the end of the last thing to show we have finished.

Example:

Listen again to how Phuc tells Nick about what he had learnt about space.

I'd learnt about the planets, the stars, satellites, rockets, and stuff.



5 Practise saying the statements and short dialogues, then listen to the recording and check your pronunciation.

1. – Wow, your backpack is heavy!
   – Well, I didn't put much in it. Just two T-shirts, one pair of jeans, a telescope, and my rock collection!
2. On his farm, his father used to have five horses, four cows, four hens, and one cat.
3. – What do you think the universe includes?
   – I think it includes stars, planets, and galaxies.
4. – Which of the following do you think can follow the verb *launch* to form a phrase?
   – I think they are *launch a satellite*, *launch a rocket*, and *launch a spacecraft*.
5. – Can you see anything from there?
   – Yes, I can see a small red house, a garden, a bicycle, a lake, and a boat.

6 Work in pairs and ask each other:

- to list the names of the planets in our solar system.
- what you did yesterday.

Grammar

Past simple & past perfect: review

Space Travel Timeline



1947

Fruit flies became the first animals launched into space in an American rocket.



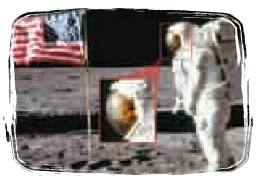
1957

The Russian space dog Laika became the first animal to orbit Earth in a spacecraft named Sputnik 2.



1961

Soviet cosmonaut Yuri Gagarin became the first human in space.



1969

American astronaut Neil Armstrong became the first human to walk on the moon.



2001

American millionaire Dennis Tito became the first space tourist after 900 hours of training.



2004

The world's first commercial spaceline Virgin Galactic was founded.

Pronunciation

Continuing or finishing tones

Play the recording from **GETTING STARTED** again, focussing on the part where Phuc tells Nick about what he had learnt about space.

'I'd learnt about the planets, the stars, satellites, rockets, and stuff.'

Draw Ss' attention to the **REMEMBER!** box.

Give an example of saying a list of things, such as:

items on the teacher's desk

items in your wardrobe at home

places you have visited

5 Ask Ss to work in pairs to practise saying the statements and short dialogues. Play the recording and have Ss check their pronunciation.

6 Have Ss work in pairs to do the task. If time allows, ask them to think of other situations when they tell other people lists of things. Ask Ss to work in pairs to play out the situations.

A CLOSER LOOK 2

Grammar

Past simple & past perfect: review

Ask Ss to study the timeline to familiarise themselves with the events and when they happened. T can read out any two of the events on the timeline, and ask Ss which event happened first.

1 **Look at the timeline and put the verbs in brackets into the correct tense.**

1. Fruit flies (be sent) _____ into space before Laika the dog (make) _____ her space journey.
2. By the time Laika (become) _____ the first astronaut dog, fruit flies already (be launched) _____ into space.
3. Gagarin (fly) _____ into space eight years before Armstrong (walk) _____ on the moon.
4. When the USA (put) _____ the first human on the moon, Russia already (send) _____ the first human into space.
5. When Virgin Galactic (establish) _____ in 2004, Dennis Tito already (travel) _____ into space as a tourist.

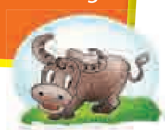
Watch out!

In perfect tenses, the word *already* is placed **after** the auxiliary verb *have*.

Example:

My father had already cooked the dinner when we came home.

Has she already finished her astronaut training?



2 **Had these moments already happened when the following people were born? Add the missing dates of birth to the box, then choose an event from the timeline. Ask and answer questions about that event with a partner.**

Mr Phuong, born in 1941

Thu, born in 1997.

Your teacher, born in _____.

You, born in _____.

Example:

Had Gagarin already travelled into space when Thu was born?

Yes, he had.

Had the first space tourist Dennis Tito already flown into space when our teacher was born?

No, he hadn't.

Defining relative clauses

A defining relative clause gives **essential information** about someone or something we are talking about. This is the information that we need in order to understand *what* or *who*, is being referred to.

Example:

The relative clause is used to define a **subject**.

*The student **who won the competition** is my cousin.*

The relative clause is used to define an **object**.

*The rock **that they found last week** may have landed on Earth from the moon.*

Look out!

- We use relative pronouns (*who, that, which, whose, whom, where, when*) to introduce a defining relative clause.
- If the noun or noun phrase is the object of the verb, we often omit the relative pronoun.
  *The rock **they found last week** may have landed on Earth from the moon.*
- In writing, we don't use commas in defining relative clauses.



3 **Complete the following sentences with/without a relative pronoun.**

1. This is the astronaut _____ visited our school last week.
2. This is the village _____ Helen Sharman, the first British astronaut, was born.
3. Can you talk more about the parabolic flights _____ you took for your training?



1 Remind Ss of how to use the past simple and past perfect.

Have Ss then work individually to complete the exercise. Tell Ss to pay attention to the position of *already* in the sentences.

Key:
1. had been sent; made
2. became; had (already) been launched
3. had flown; walked
4. put; had (already) sent
5. was established; had (already) travelled

2 Ask Ss to complete the box with T's year of birth and their own year of birth. Then ask Ss to check where the dates fit into the timeline. Ss can write out the dates and events from the timeline along a line drawn on a piece of paper. They can then add in this task four additional dates.

Have Ss now work in pairs to talk about these events. Remind them to use the word *already*. Walk around the class and provide help if necessary. Call on some pairs to give their questions and answers in front of the class.

Defining relative clauses

3 Draw Ss' attention to the grammar box and **Look out!** box. Give more examples if necessary. Ensure Ss have understood the rules before moving on.

Have Ss work individually to complete the exercise and then compare their answers with a partner. Remind Ss that a relative pronoun may not be required to complete the sentences (indicated in the key with a cross ✗).

Key:

1. who/that	2. where	3. which/that/✗
4. which/that	5. which/that/✗	6. when

4. This is the museum _____ has some of the best rock collections in the country.
5. We'll explore inland Sweden and visit the summer house _____ Carin and Ola have built themselves.



6. This is the year _____ the first human walked on the moon.

4 **Combine each pair of sentences into one, using the prompts provided.**

1. The class watched a film yesterday. The film was about the Apollo 13 space mission.
→ The film ______________________________.
2. We read about an astronaut. The astronaut travelled into space in 1961.
→ We read about ___________________________.
3. This is the man. He works for NASA.
→ This is the man ___________________________.
4. The team plays on the left. The team has never won the championship.
→ The team ______________________________.
5. This article describes a ground-breaking space mission to land on a comet. The mission is called Rosetta.
→ The ground-breaking space mission _____.
6. The Rosetta mission has a task. The task is comparable to a fly trying to land on a speeding bullet.
→ The task ______________________________.

5 **In pairs, use the information from the timeline to talk about someone, something, or some moments in space exploration history. Don't mention their exact name so that the other has to guess.**

Example:

A: It's the dog that was the first dog ever to fly into space.

B: That's Laika!

COMMUNICATION

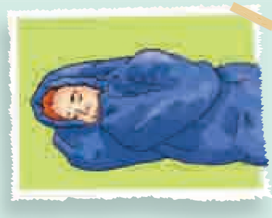
Life on a space station

The International Space Station (ISS) is a large spacecraft which was launched in 1998. It orbits the Earth and is the place where astronauts live and conduct research in a microgravity environment.

1 **Put a tick (✓) under the things you think ISS astronauts do and a cross (✗) under the things they don't. Then read the text and check your answers.**



1. ____________



2. ____________



3. ____________



4. ____________

A Day in the Life of an Astronaut Aboard the International Space Station

1. Astronauts sleep in sleeping bags. The microgravity makes them weightless. They have to attach themselves so they don't float around.
2. Hair is washed with a 'rinseless' shampoo that does not need water. For toothbrushing, a small amount of water is used with toothpaste and then swallowed.
3. The crew spend their day doing science experiments. They also carry out checks for the maintenance of the station. The Mission Control Centre on Earth supports their operations.

4 Have Ss work individually to complete the exercise and then compare their sentences with a partner. Remind Ss that a relative pronoun may not be required to complete the sentences – this is indicated in the key with a cross (✗).

Key:

1. The film which/that/✗ the class watched yesterday was about the Apollo 13 space mission.
2. We read about an astronaut who travelled into space in 1961.
3. This is the man who works for NASA.
4. The team who/that plays on the left has never won the championship.
5. The ground-breaking space mission which/that/✗ this article describes is called Rosetta.
6. The task which/that/✗ the Rosetta mission has is comparable to a fly trying to land on a speeding bullet.

5 This activity can be done as pair work or a game between two big groups. One student or group describes the object/person/event using defining clauses for the other student or group to guess.

COMMUNICATION

Write 'International Space Station - ISS' on the board and ask if Ss know anything about it. Then show Ss the photo of the ISS on the top right corner of page 53.

Explain that Ss are going to read about life aboard the ISS. As a class, create a list of as many questions as possible Ss may have about how they think astronauts live on the ISS. Write the list on the board.

1 Ask Ss to work in pairs to complete the exercise after they have looked at the pictures (taking a shower, sleeping in a sleeping bag, listening to music, pouring salt).

Accept all answers from Ss and remember to ask them to explain their decisions. Do not give corrective feedback at this point.

Now ask Ss to read the text. Tell them to pay special attention to any information that helps them to check their earlier answers. Tell them to notice any new words as well.

Now give correction.

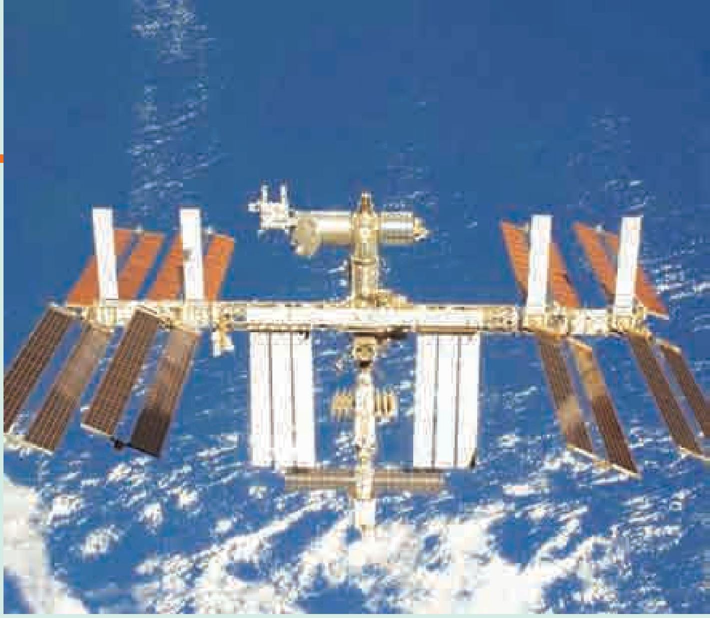
Key: 1. ✗ 2. ✓ 3. ✓ 4. ✗

Extra vocabulary

attach	rinseless
maintenance	Mission Control Centre

4. The astronauts eat various foods such as fruits, nuts, chicken, beef, seafood, brownies, salt and pepper (in liquid form), etc. Drinks include coffee, tea, and fruit juice (all packaged). Foods can be heated up or kept cool with special machines.
5. A popular pastime while orbiting Earth is simply looking out of the windows to admire its beauty. In their free time, astronauts exercise, watch movies, play music, read books, play cards, and talk to their families.

(Source: America's National Aeronautics and Space Administration - NASA)



The International Space Station (ISS). Credit: NASA.

2 **Life on the ISS. Match the subheadings with the paragraphs of the text in 1.**

A. Time off in space

B. Working in space

C. Eating in space

D. Sleeping in space

E. Morning routine in space



NASA astronaut Kjell Lindgren replaces items inside the ISS, Sept. 2015. Credit: NASA.



Astronaut Samantha Cristoforetti enjoys her first drink from the new ISSpresso machine which can make hot beverages, Mar. 2015. Credit: NASA.



Astronaut Scott Kelly posted this photo taken from the ISS to Twitter on 5 Sept. 2015. Credit: NASA.

3 **Work in groups. Imagine that you are going to spend one month aboard the ISS. Discuss and agree on three things that your team will bring to the ISS to meet each need in 2. Then share your list with other groups and explain your decisions.**

4 **Now work individually and write on a piece of paper one thing that you will take with you to the ISS as a personal item because you can't live without it. Then tell your partner what you have written.**

2 Have Ss work individually and then in pairs for this task.

Key:

1. D Sleeping in space
2. E Morning routine in space
3. B Working in space
4. C Eating in space
5. A Time off in space

After Ss have finished, ask them to study the three photos of the ISS in the textbook and connect these photos with the information in the text.

If time allows, T may provide some of the latest photos and blog posts produced by astronauts who are living aboard the ISS. They are available at www.blogs.nasa.gov.

Now ask Ss to come back to the question list which has been created earlier on the board and try to answer them with the information from this lesson. If there are some questions that cannot be answered with the text, encourage Ss to find more about them by themselves (using the Internet, books, etc.). T may provide the NASA blog URL above as an additional resource.

3 This activity can be organised as a debate. Have Ss work in small groups and agree on the three items they will bring to the ISS for each need in **2**. When all groups are ready with their list, the class gets together and decides on a new three-item list. Each group has to persuade the others that their items should be on this list, rather than those of the other groups.

4 Have Ss work individually and write down a personal thing they will take aboard the ISS because they cannot live without it. Then ask Ss to work in pairs to share what they have written. Ss need to explain to their partner why this item is so important to them.

SKILLS 1

Reading

1 **Do you recognise the Vietnamese astronaut in these photos? Discuss with a partner what you know about him. Then turn the page around and read the Quick Facts box.**

Quick facts







Pham Tuan
- born 1947 in Thai Binh
- first Vietnamese and Asian in space
- mission on Soyuz 37, Intercosmos Research Cosmonaut programme, 1980
- titles 'Hero of Viet Nam People's Armed Forces' and 'Hero of the Soviet Union'

2 **Read the text and do the exercises.**

In November 2014, Viet Nam's first astronaut Pham Tuan and Christer Fuglesang, Sweden's first astronaut, shared their space mission memories in a meeting in Ho Chi Minh City.

Talking to *Tuoi Tre* newspaper, the two astronauts said they enjoyed floating around in the weightless environment. 'From above, Earth didn't look as big as we had thought,' Fuglesang, who first flew into space in 2006, recalled. (1)______

Pham Tuan described his first meal on Earth after the trip as 'very delicious'. He said it was a great feeling since astronauts do not have fresh food in space. He recounted how his family had helped him, (2)______

Both astronauts agreed that to realise a dream needs effort, but the chance to fly to space is equal for everyone, whether they are from Viet Nam, Sweden, or any other country. Fuglesang said teamwork and social skills are very important for an astronaut as the job requires people to work harmoniously together. (3)______

(This text was produced with support from Tuoitrenews.vn & Embassy of Sweden, Hanoi.)

a **Place these sentences in appropriate paragraphs.**

a. 'We felt very lonely travelling in space, so hearing the voices of our relatives brought a lot of happiness to us.'

b. He also suggested people learn more foreign languages to better collaborate with their teammates.

c. 'No boundaries on Earth can be seen from space,' he added. 'I think we should cooperate to take care of our planet like astronauts help each other in space.'



b **Answer the questions.**

1. Who is Pham Tuan and who is Christer Fuglesang?
2. What did Fuglesang think when he looked at Earth from space?
3. Do you think Pham Tuan enjoyed the food aboard the spacecraft? Why/Why not?
4. How did Pham Tuan's family help him while he was in space?
5. What do the two astronauts think about the chance to fly into space?
6. What skills does Fuglesang think are important for an astronaut?

Speaking

3 **Discuss with your partner the qualities and skills that you think are necessary for an astronaut today. You may look again at A CLOSER LOOK 1, Activity 2 for more ideas.**



4 **Working harmoniously…**
You are in a spacecraft and suddenly these problems happen. Work with your crew members to solve them.

- One crew member feels extremely homesick.
- When looking at the monitoring system you discover a strange object approaching Earth.

SKILLS 1

Reading

1 Have Ss work in pairs. Ask Ss to focus on the photos and try identifying the Vietnamese astronaut (Pham Tuan). Ask if they know anything about Pham Tuan. Pairs can share what they already know about Pham Tuan. After that, have Ss turn the page upside down and read the **Quick facts** box, then they tell each other some more information about Pham Tuan in full sentences.

2 **a** Explain to Ss they are going to read a text about two famous astronauts talking about their space travel experience. Ask Ss to guess what they think the two astronauts will talk about. T may refer back to the information about the ISS that Ss have learnt about in **COMMUNICATION**.

Have Ss then read the text and do the exercise individually. Discuss the answers with the class but remember to ask Ss to explain their decisions. (*Why do you think this quote should go in this paragraph?*)

Key: 1. c 2. a 3. b

b Have Ss work in pairs to complete the exercise. When giving feedback, ask Ss to give further information in the text to back up their answers.

Key:

1. Pham Tuan is Viet Nam's first astronaut, and Christer Fuglesang is Sweden's first astronaut.
2. He found that Earth didn't look as big as he thought, no boundaries on Earth could be seen from space we should cooperate to take care of it.
3. It seemed he didn't enjoy it much since it wasn't fresh.
4. They talked to him when he was in space and that made him happy.
5. They think the chance to fly to space is equal for everyone.
6. He thinks teamwork, social skills, and foreign languages are important for an astronaut.

Speaking

3 Have Ss work in pairs for this task to discuss the qualities and skills.

First, ask Ss to look at the reading text in **2** again and try to extract the necessary characteristics/qualities/skills for astronauts from the things Pham Tuan and Christer Fuglesang said.

For example: a love for nature, can eat packaged food for a long time, etc.

Then tell Ss they can look at **A CLOSER LOOK 1**, **Activity 2**, as well as **COMMUNICATION**, for more ideas.

Pairs get together to exchange their ideas. Then as a class, Ss build up a list of qualities and skills needed to be an astronaut.

4 Have Ss work in groups for this role play and solve the problems. There are no wrong answers here. Encourage Ss to be creative with their ideas.

Suggested answers:

- *One crew member feels extremely homesick:* She/He can make phone calls to family and friends on Earth. She/He can exercise, read a book, listen to music, or play some games. Other crew members can talk to her/him, or together they can do something fun in their free time, for example having a 'space party'.
- *When looking at the monitoring system you discover a strange object approaching Earth:* The crew can contact the Mission Control Centre for help. They can start watching the object, record its movements, and report back to Earth.

Once Ss have finished, each group may present their decisions and the class chooses the best solutions.

SKILLS 2

Listening

1 **Look at the pictures and discuss with your partner what is happening in them. Can you guess what the recording is about? Now listen and check.**







2 **Listen again then answer the questions with NO MORE THAN THREE WORDS.**

1. What are the three purposes of space tourism?
   ______________________________________.
2. Where has Space Adventures flown clients to since 2001?
   ______________________________________.
3. What is the name of the service with which clients can leave the ISS and float above the Earth?
   ______________________________________.
4. What is Virgin Galactic preparing to launch?
   ______________________________________.
5. What are the words that were used to criticise space tourism?
   ______________________________________.

3 **Match the numbers to their references, then listen and check your answers.**

1. 2018	A. the number of people who have signed up to travel into space with Virgin Galactic.
2. 100 kilometres	B. the price of the deposit for a spaceflight on a Virgin Galactic spacecraft.
3. 700	C. the distance from the moon that clients can be taken to.
4. 50	D. the year when Space Adventures plans to launch its 'Circumlunar Mission'.
5. $250,000	E. the number of countries the 700 clients come from.

Writing

Persuasive language for advertisements

4 **Look at these advertising examples from the websites of some space tourism companies. Underline the words/phrases that you think make the advertisements sound more persuasive.**

'Become a lunar explorer. Join the greatest private expedition of our time.'

'An amazing, life-changing experience.'

'Ready To Become An Astronaut?'

Language skills

To highlight the good qualities of a product/service, persuasive advertising language often uses:

- short but powerful, easy-to-remember words or phrases
- active forms of the verbs
- strong emphasis on the reader by using 'you', the imperative, or questions

Some useful adjectives for advertisements

new	good/better/best	free
fresh	great/greatest	safe
delicious	wonderful	special
unique	high/highest	leading
lifetime	world's greatest	amazing

5 **Can you guess what is being advertised? Find the answer in the box.**

1. 'Bake the Very Best'
2. 'Shine with life'
3. 'The best coffee for the best YOU'
4. 'Green clean happy machine'
5. 'Timeless charm'
6. 'Have you met Mr Goodbar? Good? You bet!'

- a shampoo product
- a chocolate product
- a coffee product
- a tourism slogan
- a fuel-efficient car
- a bakery slogan

6 **Write a short ad (2-4 sentences) to advertise these products. You can use strong adjectives, active verbs, imperatives, comparatives, questions, etc.**

a. A new detergent product



b. A new yoghurt product



c. A new model of bicycle



SKILLS 2

Listening

1 Draw Ss' attention to the pictures. Elicit what they find interesting about them (a person relaxing on a planet in a spacesuit, people pulling suitcases for holidays in the universe, etc.)

> *Key:* The recording is about space tourism.

For a more able class, T may ask if Ss know anything about space tourism. Ss then may have a discussion as a class about what kind of services they think might be offered.

2 Have Ss read the questions first. Remind them that they can only write no more than three words to answer the questions. Allow Ss to listen to the recording several times and give them plenty of time to complete this task.

> *Key:*
> 1. recreational, leisure, business
> 2. International Space Station
> 3. 'Spacewalk'
> 4. manned spaceflight
> 5. costly, dangerous, unsustainable

3 Before playing the recording again, challenge Ss to match the numbers to their references with what they remember from the last listening. Then Ss listen to either check or complete the task.

> *Key:* 1. D 2. C 3. A 4. E 5. B

Audio script:

Dreaming of a holiday sunbathing on Mars, or playing some sports at a lunar resort and spa? While it may take decades for these ideas to come true, space tourism, which is space travel for recreational, leisure, or business purposes is becoming more realistic. Since 2001, the American company Space Adventures has flown tourists to the International Space Station to live and work alongside professional astronauts for up to 10 days. The company now offers a service called 'Spacewalk' where clients can leave the ISS and float above the Earth. It also plans to launch by 2018 its 'Circumlunar Mission', which takes clients to within 100 kilometres of the moon's surface. Virgin Galactic, the world's first spaceline, has been preparing to launch its first manned spaceflight. By 2015, almost 700 people from more than 50 different countries have paid deposits at the price of $250,000 per ticket. The possibility of travelling into space sounds wonderful, but it has been criticised as well. People say it's costly, dangerous, and unsustainable, since its growth could cause environmental problems including speeding up global warming.

Writing

Persuasive language for advertisements

4 Explain that advertisements are written in a special way to persuade customers to buy or use a product or service. Have Ss analyse the first advertisement and underline the words or phrases that make it sound more persuasive. Then ask Ss to work in pairs to analyse the last two advertisements. If time allows, T may bring in other print advertisements or TV commercials (in English or Vietnamese) for the analysis.

After Ss have completed the task, introduce the **Language skills** box. For a more able class, ask Ss to add more adjectives that they think may be used in advertisements.

> *Key:*
> '<u>Become</u> a lunar explorer. <u>Join</u> the <u>greatest</u> private expedition <u>of our time</u>.'
> 'An <u>amazing</u>, <u>life-changing</u> experience.'
> '<u>Ready To Become An Astronaut?</u>'

5 Ask Ss to look out for hints in the words used when doing this task. For example, 'shine' may go with 'shampoo', 'bar' with 'chocolate', etc.

Once Ss have finished, ask them to pay attention to the way the advertisements are written. Do they use any of the advertising techniques they have learnt so far? T may ask Ss to discuss which advertisements they like the most, and why.

> *Key:*
> 1. a bakery slogan
> 2. a shampoo product
> 3. a coffee product
> 4. a fuel-efficient car
> 5. a tourism slogan
> 6. a chocolate product

6 This task can be done as a group writing task. Ss may work in small groups of three or four to decide together what their advertisements will be like. Remind Ss to select advertising techniques they have learnt (strong adjectives, active verbs, imperatives, comparatives, questions, etc.) for their text. Then have Ss work individually to write their advertisements.

> *Suggested answers:*
> 1. Watch miracles happen as our extra-mild detergent removes all your stubborn stains! An excellent way to protect your clothes.
> 2. Have you tried our new delicious and healthy yoghurt? Its tasty freshness will brighten your day!
> 3. The most stylish bicycle ever. Designed with you in mind.

LOOKING BACK

Vocabulary

1 Complete the sentences using the prompts provided.

1. Vinasat-1 is Viet Nam's first telecommunication *sa*______, which was launched in 2008.
2. Experiencing microgravity on a *p*______ *fl*______ is part of astronaut training programmes.
3. In 2015 NASA discovered an Earth-like planet which might be *ha*______ because it has 'just the right' conditions to support liquid water and possibly even life.
4. On the ISS astronauts have to *at*______ themselves so they don't float around.
5. It is cheaper to build an unmanned *sp*______ than the one that is manned.
6. One of the largest *me*______ found on Earth is the Hoba from southwest Africa, which weighs about 54,000 kg.



2 Which verbs go with which phrases?

1. to launch	a. the ISS
2. to orbit	b. experiments
3. to experience	c. to become an astronaut
4. to live aboard	d. Earth
5. to train	e. microgravity
6. to do	f. a spacecraft

Grammar

3 Complete the following tasks, using the past perfect.

a These are the things that Jack had done before his birthday party last week. Report them to your partner.

clean the house	buy candles
make a cake	select a nice music playlist
hang up balloons	choose a funny movie

Example:

He had cleaned the house before the guests arrived.





b Look at the following training tasks that Mai had completed before she became a professional astronaut. Report them to your partner.

pass a swimming test	study spacecraft systems
learn about the ISS	experience microgravity
take parabolic flights	try crew activities

4 Circle the best answer.

1. A visit to the ISS will be a life-changing experience (whose/when/X) you'll never forget.
2. Have you talked to the student (which/who/X) has won this year's karate championship? He's over there.
3. Have you heard of Kepler-186f? It's a planet (which/who/X) is similar in size to Earth.
4. '*The Martian*? That's exactly the film (whose/when/X) I've been reading about!' Phuc said.
5. Could we meet in the café (who/when/where) we saw each other last time?
6. Becoming an astronaut is one profession (who/X/that) needs a lot of training.

LOOKING BACK

Encourage Ss to complete **LOOKING BACK** without referring to the previous sections in the unit. Ss should keep a record of their answers to each exercise so that they can use that information to complete the final self-assessment box.

Vocabulary & Grammar

1 Have Ss work individually to fill the gaps and then compare their answers with a partner. Challenge them to complete the task without using the prompts.

Key:

1. satellite	2. parabolic flight	3. habitable
4. attach	5. spacecraft	6. meteorites

2 Ask Ss to work individually to do the matching exercise. If time allows, ask them to work in pairs to make sentences using the phrases.

Key:

1. f 2. d 3. e 4. a 5. c 6. b

3 Have Ss first work individually and write down the actions in full sentences. Then ask Ss to work in pairs and talk about these actions.

Key:

a
He had cleaned the house.
He had made a cake.
He had hung up balloons.
He had bought candles.
He had selected a nice music playlist.
He had chosen a funny movie.

b
She had passed a swimming test.
She had learnt about the ISS.
She had taken parabolic flights.
She had studied spacecraft systems.
She had experienced microgravity.
She had tried crew activities.

4 Have Ss work individually to complete the task and then compare their answers with a partner. A cross means no relative pronoun is required.

Key:

1. ✗	2. who	3. which
4. ✗	5. where	6. that

Communication

5 GAME: THE LONGEST SENTENCE IN THE WORLD!

As a class, agree on a famous person/thing that will be described. In groups, pass a piece of paper around among the group members. Each member adds a defining relative clause to describe the person. After five minutes, the group which has the longest sentence is the winner.

Alternatively, each group can choose a famous person (without mentioning his/her name) and write a sentence as long as possible with relative clauses for other groups to guess who the person being described is.

Example: (a footballer)

This is a footballer who comes from Britain…
…who used to play for Manchester United…
…who is married to a famous singer…
…who has four children…

It's David Beckham!

6 Role-play. In groups of four, take turns to be two interviewers for *4Teen* radio station and two astronauts who have spent time on the ISS. The interview should focus on daily life on the ISS.

Finished! Now I can…	✓	✓✓	✓✓✓
• use vocabulary related to space exploration and space travel			
• use continuing and finishing tones			
• use the past simple and the past perfect with confidence			
• use defining relative clauses			
• read about space travel by famous astronauts			
• talk about space travel history and life on a space station			
• listen for general and specific information about space tourism services			
• write a short paragraph using advertising language			

PROJECT

A holiday out of this world!

Imagine you are working for a space tourism company. Your company plans to launch a new tour to one of the planets in our solar system. Look at A CLOSER LOOK 1, Activity 4 again and choose one planet. Design a presentation to promote the tour. Present your tour in 5-7 minutes to the class. How many clients want to take your tour?

Discuss with your group:

- What makes the planet an attractive tourist destination?
- What are the highlights of the tour? What will clients experience?
- How do they prepare for the trip? (What training must they do? What should they pack?)
- How much does it cost?
- How environment-friendly is the tour?

Remember to:

- use effective advertising language
- summarise ideas in bullet points
- include attractive visuals such as pictures, colours, letter fonts and sizes, etc.

(You may be inspired by these posters created by NASA.)



Communication

5 Ask Ss to follow the instructions to play this game. If time allows, both alternatives can be done to provide Ss with further practice on defining relative clauses.

6 The role-play should be done in small groups first. While Ss role-play, go around and provide help. Later call on some volunteer groups to role play in front of the class.

Finished!

Ask Ss to complete the Finished! self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT
A holiday out of this world!

Encourage Ss to design attractive posters by using graphics and impressive advertising language. Alternatively, Ss can prepare a short slide show presentation (3-4 slides) to talk about their company's tour. Ss may include videos and sound files in their presentation if they wish.

On the day of presentation, organise a competition. Each group shows their advertisement or slide show, while the rest of the class acts as 'customers'. During each group presentation, allow time for, and encourage, questions and answers between the 'company' and the 'customers' about the trip. Have the class vote for the presentation they find most appealing.

Unit 11 CHANGING ROLES IN SOCIETY

GETTING STARTED

Into the future

1 **Listen and read.**

Interviewer: We have invited some students from Oak Tree School in Happy Valley to this *Beyond 2030* forum, and they are going to share with us their vision of the future. Would you like to go first, Phong?

Phong: I believe the biggest change will take place within the school system. Apart from at school, we will also be learning from places which will give us real-life knowledge and experience, such as at a railway station, in a company, or on a farm.

Mai: I agree. This real-life application of learning will give us a sense of participation, a feeling that we are part of the process.

Interviewer: And what about the role of teachers?

Phong: Ah, they will be more like facilitators, rather than information providers.

Interviewer: Fascinating. How else do you see the future, Nguyen?

Nguyen: Well, I think the role of fathers will drastically change.

Interviewer: Oh yes? In what way?

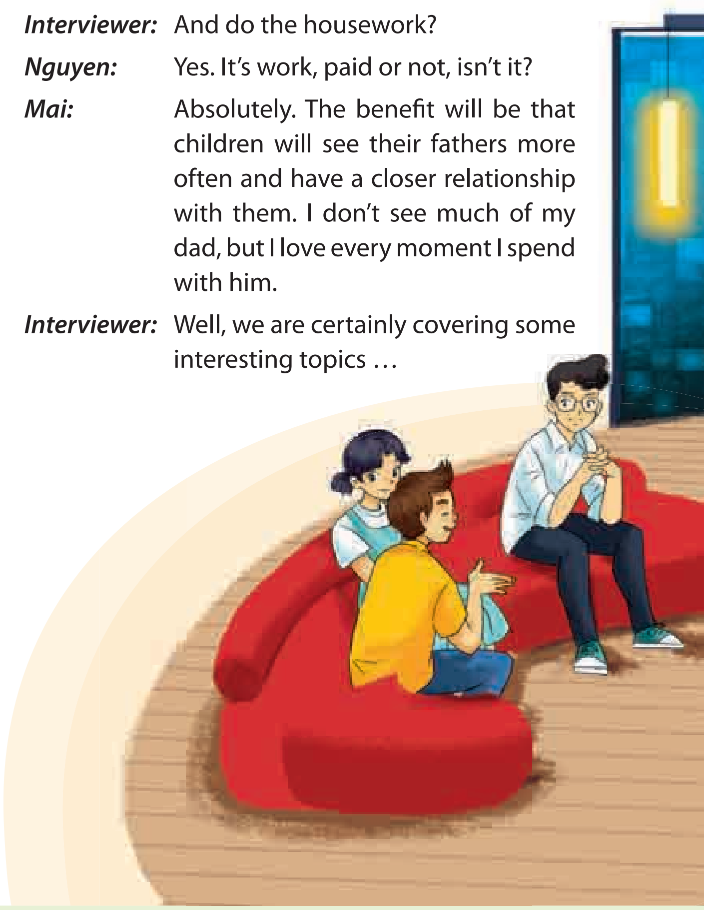
Nguyen: The modern father will not necessarily be the breadwinner of the family. He may be externally employed or he may stay at home to take care of his children.

Interviewer: And do the housework?

Nguyen: Yes. It's work, paid or not, isn't it?

Mai: Absolutely. The benefit will be that children will see their fathers more often and have a closer relationship with them. I don't see much of my dad, but I love every moment I spend with him.

Interviewer: Well, we are certainly covering some interesting topics …



THIS UNIT INCLUDES:

VOCABULARY
The changing roles in society

PRONUNCIATION
Agreeing and disagreeing tones

GRAMMAR
Future passive: review
Non-defining relative clauses

SKILLS
- Reading for specific information about the changing roles of women in society and its effects
- Talking about roles in the future
- Listening for specific information about the changes that women in Kenya are going through
- Writing about the roles of teenagers in the future

COMMUNICATION
Describing the changing roles of schools



Objectives:

By the end of this unit, students can:

- use the lexical items related to the changing roles in society
- identify the rising or falling tones in agreement and disagreement sentences and say the sentences correctly
- use the future passive correctly
- recognise non-defining relative clauses and use them correctly
- read for specific information about the changing roles of women in society and its effects
- talk about roles in the future
- listen for specific information about the changes that women in Kenya are going through
- write about the roles of teenagers in the future

GETTING STARTED
Into the future

Introduction

Ask Ss to list some groups of people and their roles in society. Ask Ss if they think the roles of these people will change in the future. If yes, ask how they will change. Ask Ss to give explanations for their opinions.

1 Ask Ss to look at the title of the conversation and the picture. Ask them some questions:

What do you think the guests at the Beyond 2030 forum are talking about?

What does the title 'Into the future' mean to you?

Have Ss answer the questions as a class. Play the recording and have Ss follow along.

a **Tick (✓) the person who has this idea.**

	Idea	Phong	Nguyen	Mai
1	Students will learn from a real workplace.			
2	Students love seeing themselves as part of the process.			
3	The teacher will act more like a facilitator.			
4	The father will not necessarily be the breadwinner of the family.			
5	With the involvement of fathers in the home, they will develop a closer bond with their children.			

b **Answer the questions.**

1. What is the purpose of the *Beyond 2030* forum?
2. Who has been invited to the discussion?
3. What does Phong think about classes in the future?
4. Why might students like having classes outside school?
5. Will the father of the future always stay at home?
6. Does Nguyen feel negative about a man doing housework?

c **Work in groups. Discuss and find the meaning of the phrases and sentences.**

1. *Beyond 2030*
2. vision of the future
3. It's work, paid or not, isn't it?
4. I love every moment I spend with him.

2 **These words/phrases are taken from the conversation. Tick (✓) the correct explanation for each one.**



Words	Explanations
1. facilitator	A. a person who provides school facilities like the projector, the interactive whiteboard B. a person who helps somebody to do something more easily by discussing and giving guidance
2. information provider	A. a person who gathers information and uses it to teach others B. a machine which sells newspapers
3. breadwinner	A. a person who makes bread to feed the family B. a person who supports the family with the money he/she earns



3 **Work in groups. These pictures represent some visions of the future. Discuss what they may mean.**



1. ____________________



2. ____________________



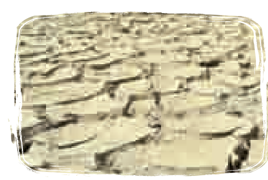
3. ____________________



4. ____________________



5. ____________________



6. ____________________

4 GAME

Make two big groups. One group names a service. The other group gives their vision of that service in the future. Take turns to do this. The group with the most predictions wins.

Example: [Group A] [Group B]

[Group A]: Hospitals!

[Group B]: Operations will be performed by robots!

a Ss work independently. Encourage them to do the exercise without looking back at the conversation. After that, allow Ss to share answers. Check their answers as a class.

Key: 1. Phong 2. Mai 3. Phong 4. Nguyen 5. Mai

b Ask Ss to read the questions and underline the key words in each question (e.g. *purpose* in 1, *who* in 2). This helps Ss determine what information they need to answer those questions. Then Ss refer back to the conversation and look for the answers. Correct the answers as a class.

Key:
1. It's for people to share their vision of the future.
2. Some students from Oak Tree School in Happy Valley.
3. He says that learning will also take place outside school.
4. It will give them a sense of participation and of being part of the process.
5. No, he won't. He may still go to work.
6. No, he doesn't.

c Ask Ss to work in groups of four or five. Ask them to find the phrases/sentences in the conversation. Ask them to look at the context around where these phrases/sentences appear and elicit their meanings. Correct the answers as a class.

Suggested answers:
1. after the year 2030
2. ideas about what life will be like in the future
3. Both housework and paid work are worthy of respect.
4. I love being with my father.

2 Have Ss work independently to choose the correct option A or B for each question. Have them share their answers in pairs. Check as a class.

Key: 1. B 2. A 3. B

3 Have Ss work in groups of four or five. Ask them to look at the pictures and guess what future visions the pictures represent. Encourage them to come up with as many predictions as possible. Then have them present their ideas to the class.

Suggested answers:
1. Cars will be running on solar energy.
2. People will live in houses in the sky.
3. People will be able to talk with their pets.
4. Robots will be doing the housework.
5. Trains will be running as fast as 300km/h.
6. Land will become barren.

4 Divide the class into two teams. One team names a service and the other team says what they think the service will be like in the future. Try to give every student a go, not just the most advanced ones in the class.

For a less able class, allow both teams to come up with the services first. Write them on the board and allow Ss about five minutes to prepare. When the time is over, the game starts. The group with the most predictions wins.

A CLOSER LOOK 1

Vocabulary

1 Complete the table with appropriate words.

	Verb	Noun	Noun (person)
1.	attend		
2.	facilitate		
3.		provision	
4.			developer
5.		interview	
6.			evaluator
7.		participation	
8.			applicant

2 Use the words in the table in 1 to complete the sentences.

1. A lot of people have come tonight to ______ the forum.
2. The application of technology in the school will ______ self-learning.
3. Even in distant areas, the teacher will no longer be the only ______ of knowledge.
4. Who has ______ the idea into this remarkable event?
5. In the programme, he ______ ordinary people about their future plans.
6. The discussion included a critical ______ of the new course.
7. We require your full ______ in this discussion.
8. She decided to ______ for a job as an engineer.

3 Choose the correct answer A, B or C which is closest in meaning to the underlined word/ phrase in the sentences.



1. In the future, fathers may <u>be externally employed</u> or stay at home and look after their children.
   A. do extra work B. go out to work
   C. work full-time
2. There will still be <u>actual</u> classrooms where teachers and students can interact face to face.
   A. virtual B. online C. traditional
3. The most fascinating change happening to women is their increasing <u>involvement</u> in education and employment.
   A. participation B. roles C. power
4. Viet Nam used to be <u>male-dominated</u>, with men being the voice of the family and society.
   A. men doing housework
   B. men playing the leading role
   C. men earning money
5. Women get a job to support their families as well as to be <u>financially</u> independent.
   A. economically B. physically C. totally



REMEMBER!
The word 'sense' refers to a feeling for, or understanding of, something. It is formed like this: *(a) sense of* + N

4 Complete the sentences with phrases formed with 'sense of'.

sense of
- humour
- style
- responsibility
- time
- direction



1. He has a very good ______. He never gets lost.
2. She has such a good ______. She makes everyone laugh at work.
3. I don't have much ______. I always seem to be late for appointments.
4. He has a strong ______. You can always rely on him.
5. She has no ______ at all. She never chooses the right colour or the right clothes for herself.

A CLOSER LOOK 1

Vocabulary

1 Ask Ss to complete the table individually or in pairs. Then allow them to share their answers with a partner/another pair. Check as a class.

Note: Ss might have difficulty with the forms of the words. T may allow them to use a dictionary.

Key:

	Verb	Noun	Noun (person)
1.	attend	attendance	attendant
2.	facilitate	facility	facilitator
3.	provide	provision	provider
4.	develop	development	developer
5.	interview	interview	interviewer/interviewee
6.	evaluate	evaluation	evaluator
7.	participate	participation	participant
8.	apply	application	applicant

2 This is quite a demanding exercise. Let Ss work in pairs. Ask them to determine the form of the word which is missing from each sentence first. Then ask them to read the whole sentence carefully and determine the meaning of the missing word. After that, they choose the correct word. Allow Ss to share their answers with other pairs. Check the answers as a class.

Key:

1. attend 2. facilitate 3. provider 4. developed
5. interviews 6. evaluation 7. participation 8. apply

3 Have Ss work individually. Ask Ss to use the context of each sentence as guidance. Once they have completed the exercise, they can exchange their answers with a partner. Check the answers as a class.

To make sure that Ss understand the meaning of these words/phrases, ask for volunteers, or select Ss, to make new sentences using them. Or T can check by asking questions like:

'Can you name some countries which you think are male-dominated?'
'Do you always study in a traditional classroom?'

Key: 1. B 2. C 3. A 4. B 5. A

4 Before Ss do the task, ask them to read the **REMEMBER!** box. Ask Ss to read the phrases in the table. Make sure they understand the meanings of the phrases by giving equivalents in Vietnamese. Have Ss then complete all the sentences. Confirm the correct answers as a class.

Key:

1. sense of direction 2. sense of humour 3. sense of time
4. sense of responsibility 5. sense of style

Pronunciation

Agreeing and disagreeing tones

REMEMBER!

When we agree with another person, the tone of our voice often *drops* at the end of the sentence.

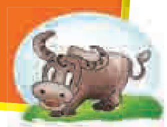
Example: Yes, you're right.

However, if we disagree with someone, our voice often *rises slightly*. This makes our message sound unfinished and therefore more polite.

Example: Well, maybe.

We can also express our disagreement by repeating a statement as a question with a natural *rising tone*.

Example: He can't be trusted?



5 **Listen carefully and tick (✓) the correct box. Then listen again and repeat.**

	↘	↗
1. No one can deny it?		
2. All of us can see your point.		
3. We will help him with the money.		
4. You will be cooking.		
5. Well, you may be right.		

6 **Mark Mike's sentences with falling (agreeing) or rising (disagreeing) arrows. Then listen and check.**

Laura: We have to educate the public about wildlife.
Mike: Yes, that's important.
Laura: And we must act to save endangered species.
Mike: That helps.
Laura: Keeping wild animals in zoos can help protect them.
Mike: That's an important point …
Laura: Zoos can make money for their conservation programmes through charging entrance fees.
Mike: Umm, yes I suppose so.

A CLOSER LOOK 2

Grammar

Future passive: review

1 **Choose the future active or passive to complete the sentences.**

1. Teenagers ______ in important decisions concerning their lives.
   A. will participate B. will be participated
2. Trees ______ on both sides of the streets.
   A. will plant B. will be planted
3. All the information you need for the report ______ tomorrow.
   A. will provide B. will be provided
4. When put into operation, this factory ______ tons of cheese a day.
   A. will produce B. will be produced
5. In the near future, e-books ______ paper books in school.
   A. will replace B. will be replaced
6. The principal promises that safety measures ______ immediately ______.
   A. will – apply B. will – be applied

2 **Rewrite the sentences without changing their original meanings.**

1. They will also hold classes in places like restaurants or supermarkets.
   → Classes ________________________________.
2. The school will constantly tailor its curriculum to meet changes in society.
   → The school's curriculum ______________________.
3. Schools will not evaluate students' academic performance through exams only.
   → Students' academic performance ______________.
4. Men will no longer make all the decisions in the family.
   → Not all the decisions in the family ____________.
5. High technology will free women from most housework.
   → Women ________________________________.
6. They will build more flyovers to reduce traffic in the city.
   → More flyovers ___________________________.

Pronunciation

Agreeing and disagreeing tones

Use the **REMEMBER!** box to instruct how the rising and falling tones are used when you want to show your agreement or disagreement with some idea or opinion. Write the examples in the box on the board and have the whole class practise them. Make sure that Ss understand the rules before they do the exercises.

5 Have Ss listen to the recording and tick the correct column for each question. Then let them listen again and have them repeat the sentences with a focus on the tones.

Key + Audio script:
1. No one can deny it?
2. All of us can see your point.
3. We will help him with the money.
4. You will be cooking.
5. Well, you may be right.

6 Have Ss work individually. Ask them to read the conversation carefully and refer to the **REMEMBER**! box as they do the exercise. Then play the recording. Ss listen, check, and say the sentences. Call on some Ss to say the sentences individually.

Key + Audio script:

Laura: We have to educate the public about wildlife.
Mike: Yes, that's important.
Laura: And we must act to save endangered species.
Mike: That helps.
Laura: Keeping wild animals in zoos can help protect them.
Mike: That's an important point…
Laura: Zoos can make money for their conservation programmes through charging entrance fees.
Mike: Umm, yes I suppose so.

A CLOSER LOOK 2

Grammar

Future passive: review

Before doing the exercise, T may write the two example sentences using the future active and passive on the board. Let Ss work out the difference between the two sentences. This reminder should help Ss to complete exercise **1**.

Example: 1. They will build a new bridge here.
2. A new bridge will be built here.

1 Ask Ss to work individually. They then share their answers with a partner. Check the answers as a class.

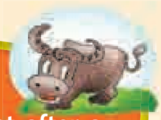
Key: 1. A 2. B 3. B 4. A 5. A 6. B

2 Have Ss work individually. Ask them to exchange their answers for checking. Have Ss write their answers on the board. T corrects if needed.

Note: For Ss who are weak at this kind of exercise, ask them to underline the verb phrases in the original sentences which will have to be changed. Then ask them to change the sentences into future passive first, before completing the rest of the sentences.

Key:
1. Classes will also be held in places like restaurants or supermarkets.
2. The school's curriculum will constantly be tailored to meet changes in society.
3. Students' academic performance will not be evaluated through exams only.
4. Not all the decisions in the family will be made by men.
5. Women will be freed from most housework by high technology.
6. More flyovers will be built to reduce traffic in the city.

Non-defining relative clauses



REMEMBER!

A relative clause which is placed **right after a definite noun** and adds extra information is called a non-defining relative clause.

Examples:

London, (*definite noun*) which lies on the River Thames, (*non-defining relative clause*) is the capital of England.

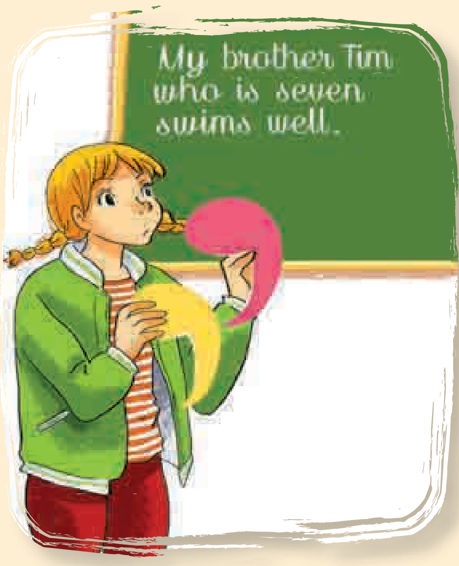
Peter, (*definite noun*) who is so knowledgeable about stars, (*non-defining relative clause*) is attending an international conference in Belgium.

Note:

A non-defining relative clause

- is separated from the main clause by a comma/ commas
- can be omitted without causing confusion
- does not use 'that' to replace 'which' and 'who'

3 Put a comma/commas where necessary in the sentences.



1. Minh told me about his new job which he's enjoying very much.
2. The Board of Directors are usually those who get the most votes.
3. The US which stands for the United States is sometimes confused with the UN which stands for the United Nations.
4. Jack London who is the author of *The Call of The Wild* is a famous American writer.
5. Psychology which is the study of the mind originates from a Greek word.
6. Jane refused a position which would be a dream job for many of her peers.

4 Cross out the relative clause which can be omitted without causing confusion to the meaning of the sentence.

1. Sarah works for a company that makes bikes.
2. I've got a sister called Caroline, who is now on a tour around Canada.
3. This morning I met my ex-classmate Janet, whom I hadn't seen for ages.
4. The 6.30 bus, which I often take to school, was late today.
5. Only those who had booked in advance were allowed in.
6. The stairs which lead to the basement are rather slippery.

5 Combine two sentences into one. Use the sentence in brackets to make a non-defining relative clause.

1. We are staying at the Grand Hotel. (It will be demolished for a department store.)

→ ______________________________.

2. The essays will be assessed by Hans de Wit. (He is the President of the EAIE.)

→ ______________________________.

3. The Second World War destroyed hundreds of cities in Europe. (It lasted from 1939 to 1945.)

→ ______________________________.

4. I have read several short stories by Jack London. (He is a famous American writer.)

→ ______________________________.

5. The Eiffel Tower was built over two hundred years ago. (It is on the River Seine.)

→ ______________________________.

Non-defining relative clauses

3 Work with Ss on the **REMEMBER!** box first. Write the examples in the box on the board as you explain the rules. Ensure that Ss understand the rules before beginning the exercises. T may keep the examples on the board while Ss are doing the exercises.

Ask Ss to work individually. They can then exchange their answers with a partner. Elicit the answers from Ss and correct them if necessary. Ask Ss to explain their answers to check their understanding of the rule.

Key:

1. Minh told me about his new job, which he's enjoying very much.
2. The Board of Directors are usually those who get the most votes.
3. The US, which stands for the United States, is sometimes confused with the UN, which stands for the United Nations.
4. Jack London, who is the author of *The Call of The Wild*, is a famous American writer.
5. Psychology, which is the study of the mind, originates from a Greek word.
6. Jane refused a position which would be a dream job for many of her peers.

4 Before doing this exercise, remind Ss that only non-defining relative clauses can be omitted. Have Ss do this exercise individually. They may refer to the rules on the board. Check the answers as a class.

Key:

1. Sarah works for a company that makes bikes.
2. I've got a sister called Caroline.
3. This morning I met my ex-classmate Janet.
4. The 6.30 bus was late today.
5. Only those who had booked in advance were allowed in.
6. The stairs which lead to the basement are rather slippery.

5 Have Ss work individually. Let Ss share their writing with their partner. Check as a class, paying special attention to the commas and the relative pronouns.

Key:

1. We are staying at the Grand Hotel, which will be demolished for a department store.
2. The essays will be assessed by Hans de Wit, who is the President of the EAIE.
3. The Second World War, which lasted from 1939 to 1945, destroyed hundreds of cities in Europe.
4. I have read several short stories by Jack London, who is a famous American writer.
5. The Eiffel Tower, which is on the River Seine, was built over two hundred years ago.

COMMUNICATION

Extra vocabulary

hands-on
individually-oriented
tailoring
responsive to

1 a **Work in groups. Read the introduction to the *Just imagine*! forum. Discuss and take notes of your own predictions.**

b **Read the predictions which have been posted and see if any are similar to yours.**

Just imagine!

This is a forum launched by Nhat Minh School in Da Nang. The students were asked to share their thoughts about the roles of schools in the future. Here are some posts we would like to share with you.



Post 22

The school will be like a small city. Classes will be held in traditional classrooms as well as in places like fast food restaurants where students will learn how to run a business, or in a nursing home where they will learn to take care of others. In short, learning will be more hands-on.

Lan, class 6A

Post 76

The school will no longer be the only evaluator which decides whether a student is allowed to enter university. Society will also be part of this evaluation through the activities a student has performed outside class.

Hung, class 9D

Post 51

Self-study will be valued. Students will have more freedom to choose whether to go to school on certain days and for certain lessons. Class attendance check-up will no longer be used. Students will be able to stay at home and follow the lessons online, or study the topic from other reliable sources. Learning will be more individually-oriented, and thus be more effective.

Cuong, class 9B

Post 101

Schools will be more responsive to changes in society by constantly tailoring their curriculum and activities. In so doing, they will greatly contribute to the development of the economy and help keep society safe.

Nguyen, class 8G

COMMUNICATION

1 a Start this session by writing 'The roles of schools in the future' on board. Ask Ss to read the introduction to the *Just imagine!* forum. Lead Ss through a discussion about how they think the roles of school will change in the future. Encourage Ss to be imaginative and come up with ideas. There are no wrong answers at this stage.

b Have Ss read the posts individually as quickly as possible. Then refer to their predictions in **1a** and see if there are any similarities.



2 **Work in groups. Look at the coloured words/phrases in the posts. Then discuss and find their meanings from the context.**

1. hands-on
2. individually-oriented
3. evaluator
4. responsive to
5. tailoring

3 **Which response (1-4) is the most relevant to each of the posts in 1b?**

Post 22:	________	*Post 76:*	________
Post 51:	________	*Post 101:*	________

1. I agree that academic performance is not the only criterion to evaluate a person.
2. Surveys will be conducted to find out the changing demands of society.
3. This development will allow a student to tailor his/her own learning.
4. I have the same vision of seeing us learn more from real life.

4 WHAT DO YOU THINK?

Discuss in groups. Support your answers with specific reasons and examples.



Which change in the roles of schools in the *Just imagine!* forum …

1. are you most interested in?
2. do you find most unlikely to happen?
3. are you sure will be coming soon?
4. will involve the participation of the whole society?

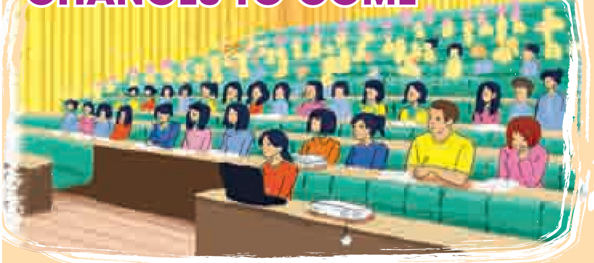
SKILLS 1

Reading

1 **Discuss in groups.**

1. What changes in society will we see in ten years' time?
2. What will be the changes in the roles of men and women in society?
3. How will the increasing involvement of women in public life affect society?

CHANGES TO COME



2 **a** **Read the passage and match the underlined words/phrases in the passage with their definitions.**

Developing countries have witnessed enormous changes in their societies, and the most fascinating one, no doubt, is the ever increasing involvement of women in education and employment. More and more women in these countries are entering university, getting higher education degrees, and going out to work. They are no longer content with staying at home, in the sole role of a housewife. This dramatic change will greatly affect the socio-economic picture of these countries.

With more women going out to work, the financial burden of the male 'breadwinners' in the family will be reduced. However, along with this, they will no longer be the dominant figures, the sole decision-makers, and will learn to share the housework. This change will certainly be advantageous for children. They will get more affection and care from their fathers. They will also learn to be more independent since both parents will work.

The service sector will therefore be the first to be challenged. There will be greater demand for child-care provision, convenience foods, housework services, and after-school activities and tutoring services. With higher education and more money to spend, people will be expecting better quality services and higher living standards. This, consequently, will help develop the countries' economy.

2 Ask Ss to work in groups of three or four. Ask them to look for the words/phrases in each post in **1b** and work out their meaning, based on the context. Check the answers as a class.

Suggested answers:

1. real; practical
2. focussed on a particular person; customised
3. a person who judges another person's performance
4. reacting quickly and positively; showing interest in something
5. making the necessary changes to something to make it fit a person or situation

3 Have Ss work in groups. Ask them to read each post in **1b** carefully and choose the most relevant response (1-4) for it. Check as a class.

Key:	Post 22:	4
	Post 51:	3
	Post 76:	1
	Post 101:	2

4 Have Ss discuss each of the questions in groups of four or five. They can refer back to the posts in **1b**. Ask them to note down all the changes they see in the posts. Tell them to support their answers with reasons. Ss then share their opinions with the class. Give comments on groups' ideas.

SKILLS 1

Reading

1 Have Ss discuss the questions in groups or as a class. Encourage them to use their imagination, and consider even the smallest changes and their possible effects. T can write some of the most interesting answers on the board, and leave them there while the class does **2**.

2 a Ask Ss to read the passage individually, paying special attention to the underlined words/phrases. Ask them to guess the meanings of these words/phrases through the context. Then let them do the matching exercise. Check and confirm the correct answers.

Key: 1. d   2. e   3. b   4. f   5. a   6. c

Words/phrases	Definitions
1. have witnessed	a. pressure to earn enough money
2. no doubt	b. satisfied
3. content	c. therefore/as a result
4. sole	d. have seen something happen
5. financial burden	e. clearly
6. consequently	f. only

b Read the passage again and answer the questions.

1. What is seen as a fascinating change in developing countries?
2. What will be affected by this change?
3. How will the roles of the males in families change?
4. What will the children learn when their mothers go out to work?
5. Which economic sector will be challenged first by the change?
6. How will the countries' economies benefit from this change?

Speaking

3 a Here are some predictions about the changing roles of males and females in the future. Tick (✓) the one(s) you agree with.

1. More men will be stay-at-home dads: looking after the children and doing housework.
2. It will be normal for women to ask men to marry them.
3. The husband will also get paid leave when his wife gives birth.
4. Half of primary school teaching staff will be male.
5. There will be more female politicians.
6. Careers such as the police, the army, security guards and private detectives will no longer be male-dominated.



b Work in groups. Share the predictions you agree with in 3a in the group. Discuss if you agree with your groupmates' choices. Give reasons and examples to support your opinion.

Example:

A: I agree that half of the primary school teachers will be male.

B: No way! There will be more men than now, but I don't think the ratio will be 50/50.

A: Maybe. But it would be best if half were male. Perhaps it should be made into a law.

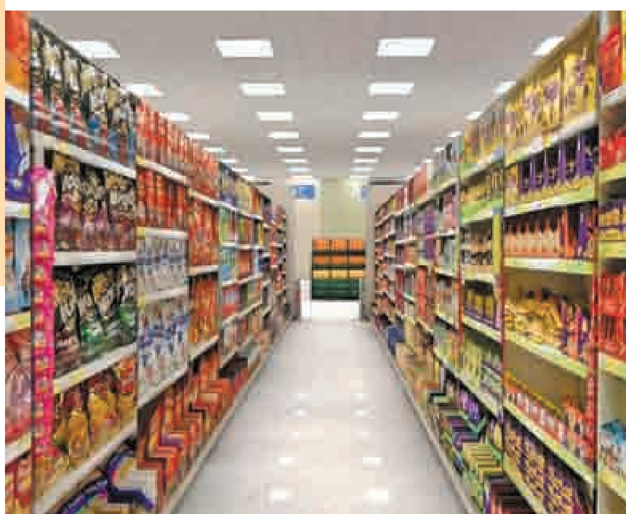
C: I agree with A. Children need both male and female role models to develop into productive members of society.

4 With more women having well-paid jobs, what changes will we see in the service sector? Make a list, and present it to the class.

Example:

1. Supermarkets will sell more convenience foods.
2. There will be more beauty salons.
3. Tutoring centres will grow.
4. …





b Have Ss read the passage again and answer the questions. Ask them to mark the word/words where the information for the answers comes from. Ss can share their answers with their partners. Check Ss' answers as a class.

Key:

1. The ever increasing involvement of women in education and employment.
2. The socio-economic picture of these countries.
3. Their financial burden will be reduced. However, they will no longer be the dominant figures and will learn to share decision-making and housework.
4. They will learn to be more independent.
5. The service sector.
6. It will develop.

Speaking

3 a Have Ss work individually. Ask them to read the predictions and tick the one(s) they agree with. There are no wrong answers here, though Ss should be preparing to back up their choices with reasons and examples.

b Ask Ss to work in groups. Each student shares his/her list. Other Ss in the group discuss the predictions and say whether they agree or disagree, backing their opinions up with reasons and examples. T moves around the class to facilitate the discussions. If something interesting comes up, T may wish to bring the whole class together to discuss it.

4 Start this activity by brainstorming the areas of the service sector which are most likely to be affected by having more women go out to work. Write the list of ideas on the board. Allow Ss some time to discuss in groups the changes which may happen. Move around the class to facilitate the discussions. Then each group presents their ideas to the class. Encourage responses from the class as they listen to the predictions.

SKILLS 2

Listening

1 **Look at the maps. Where is Kenya located? What do you know about this country?**





2 **Listen to the description of some changes in the roles of women in Kenya. Decide if the statements are true (T) or false (F).**

	T	F
1. Kenya was more male-dominated in the mid-twentieth century than now.		
2. Women work to be financially independent.		
3. The number of women attending colleges and universities has risen.		
4. About one third of Kenyan females stayed at home as housewives in 1995.		
5. In 2025, more than half of the student population in Kenya will be girls.		

3 **Listen to part 2 again and fill the blanks with the correct information.**

Percentage of women in Kenya staying at home as housewives in

1. 1995: ____________________

2. 2010: ____________________

3. 2025: ____________________

Percentage of women in Kenya attending colleges and universities in

4. 1995: ____________________

5. 2010: ____________________

6. 2025: ____________________



Writing

4 **Work in groups. How do you think the roles of teenagers will change in the future? Brainstorm and make a list of possible changes.**

Teenagers' roles in the future:

1. ____________________

2. ____________________

3. ____________________

...

5 **Choose one of your group's ideas, and write a short paragraph about it.**

In your writing, you should include:
- what the change is
- why you think the change will happen
- what this change will mean for society

SKILLS 2

Listening

1 Ask Ss to look at the maps and work in groups to locate Kenya on the larger Africa map. If Ss are having problems, suggest they focus on the shape of the country. (Kenya is in the east of Africa, about halfway up the map). Ask them to share any information they know about this country. If they know nothing about Kenya, T can come back to this question after Ss have done the listening exercises.

2 Have Ss read the statements first. For a class which knows more about Kenya, encourage them to make a guess if a statement is true or false before they actually do the listening.

The audio recording for this section has two parts. T plays both parts of the recording for the class now. Ss listen and tick (✓) the answers. Check the answers as a class.

Key: **1.** T **2.** T **3.** T **4.** F **5.** F

3 Play part 2 of the recording again. Ss listen and do activity **3**. Ss can exchange their answers. Write the correct answers on the board.

Key: **1.** 1995: 65% **2.** 2010: 47% **3.** 2025: 30% **4.** 1995: 22% **5.** 2010: 36% **6.** 2025: 48%

Audio script:

Part 1

Back in the mid-twentieth century, Kenya was a more male-dominated society compared to today. Men were ahead of women in both education and employment. But the situation has changed a lot since then. More and more women are working these days. They earn to support their families, as well as to be financially independent. More women study nowadays. Higher education has witnessed a great rise in the number of women attending colleges and universities.

Part 2

Let's look at some figures.

In 1995, 65 percent of Kenyan females stayed at home as housewives. This number dropped dramatically to 47 percent in 2010. It is predicted that this number will keep falling to around 30 percent in 2025.

Only 22 percent of university students were girls in Kenya in 1995. Fifteen years later, in 2010, this number went up to 36 percent. Research shows that it will keep rising, and in 2025, about 48 percent of the student population will be made up of females.

Writing

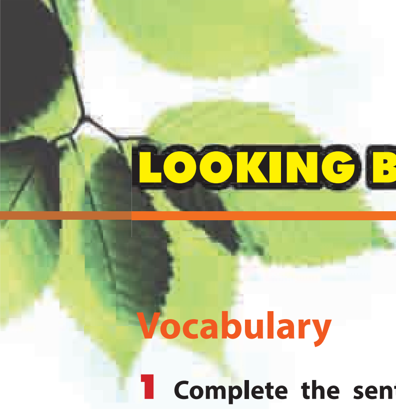
4 Have Ss work in groups of three or four. Together they discuss and make a list of the possible changes in the roles of teenagers in the future. Encourage Ss to explain why they think these changes will happen. Walk around and help Ss with any difficulties.

T may have the groups write their lists on board. Leave the lists there for activity **5**.

5 Have Ss write a short paragraph about one of the changes their group has listed in **4** individually. If time allows, T can ask one or two Ss to share their writing with the class by writing it/them on the board. Other Ss give comments.

Sample writing:

It is likely that teenagers in the future will be more in charge of their studies. There are at least two reasons for this. Firstly, there is the rise of the Internet, which provides teenagers with various reliable sources of information. It also allows teenagers to develop a large social network with their peers. They can therefore self-search, exchange, and discuss information in order to plan their studies. Secondly, the fact that they start school early and spend a lot of time by themselves when their parents go out to work makes them more independent. Decision-making will become a larger part of their lives. Teens will make decisions concerning their own lives, instead of being told what to do and how to do it. In short, these are the two reasons why teenagers will become more responsible for their studies.



LOOKING BACK

Vocabulary

1 Complete the sentences with the words in the box.

individually-oriented	responsive to
hands-on	facilitators
financially	male-dominated

1. The feudal system promotes _____ societies, where women obey men unconditionally.
2. Most services nowadays are mass-focussed, not _____.
3. This syllabus is quite theoretical. I want to see something more _____.
4. A successful education must be _____ social demands.
5. Women these days prefer to be _____ independent.
6. Teachers will become _____ rather than information providers.

2 Use the words in their correct forms to complete the sentences.

support	1. *Greener* is an organisation which _____ community activities.
provide	2. Our dream is to become the largest childcare _____ in the area.
prediction	3. I hope that in the near future, scientists will find a reliable method of _____ earthquakes.
tailor	4. We have _____ our syllabus to fit this advanced group.
evaluation	5. Every school has to _____ how well their students are doing.
witness	6. They called three _____ of the accident to court.



Grammar

3 Choose the correct answer A, B, C, or D to complete the sentences.

1. A group of biologists _____ come from different countries are studying the emperor penguin in Antarctica.
   A. which B. whom C. that D. they
2. The young man sitting by the bar is the famous boyscout Peter Wing, _____ we were talking about.
   A. whom B. that C. whose D. him
3. On the wall are some old photos, _____ in black and white.
   A. which is B. which are C. who are D. they are
4. Have you ever seen Picasso's *La Guerre*, _____ is really a masterpiece?
   A. who B. which C. that D. they
5. This lovely place is called Nowy Swiat, _____ means *New World*.
   A. who B. it C. which D. that
6. The police are now looking for two young men, _____ were seen running out of the store.
   A. which B. they C. whom D. who

4 Use the correct form of the relative clause to combine the two sentences into one.

1. Many tourists visit Liverpool. Liverpool is the home of The Beatles.
   → ___________________________________.
2. The town hasn't got any parks. People can go and relax there.
   → ___________________________________.
3. My son took part in the *Beyond 2030* forum. The forum invited people to share their vision of the future.
   → ___________________________________.
4. Baron Pierre de Coubertin was the founder of the modern Olympic Games. He was not in favour of women participating in the Games.
   → ___________________________________.
5. There will be an open discussion. The discussion will look at the main challenges and opportunities in the coming decades.
   → ___________________________________.
6. The changing economic role of women started in 1948. It has greatly affected the role of men.
   → ___________________________________.

LOOKING BACK

Encourage Ss to complete the **LOOKING BACK** section without referring to the previous sections in the unit.

Ss should record their results for each exercise in order to complete the final **Finished!** self-assessment box and identify areas for review.

Vocabulary

1 Have Ss complete this exercise individually. Check their answers as a class.

Key:

1. male-dominated **2.** individually-oriented **3.** hands-on
4. responsive to **5.** financially **6.** facilitators

2 Ss work individually. Ask them to determine that form of word missing from each sentence (a verb, a noun, or an adjective) and then Ss work out the correct answer to complete the sentences. Ss can then double check the answers with their partner. Confirm the correct answers.

Key:

1. supports **2.** provider **3.** predicting
4. tailored **5.** evaluate **6.** witnesses

Grammar

3 Ss complete this task individually or in pairs. Check as a class.

Key: **1.** C **2.** A **3.** B **4.** B **5.** C **6.** D

4 Have Ss complete the activity individually. Have them double check their answers. Call on two Ss to write their sentences on the board. Comment and confirm the correct sentences.

Key:

1. Many tourists visit Liverpool, which is the home of The Beatles.
2. The town hasn't got any parks where people can go and relax.
3. My son took part in the *Beyond 2030* forum, which invited people to share their vision of the future.
4. Baron Pierre de Coubertin, who was the founder of the modern Olympic Games, was not in favour of women participating in the Games.
5. There will be an open discussion which will look at the main challenges and opportunities in the coming decades.
6. The changing economic role of women, which started in 1948, has greatly affected the role of men.

Communication

5 **Match each prediction with two responses. Then practise saying them in pairs.**

Predictions	Responses
1. People will no longer send letters by mail.	A. What will it be like living high up?
2. Technology will allow mothers to deliver children at home by themselves.	B. Faster than planes? How come?
3. People will be travelling in supersonic trains.	C. I wish they would. I love reading a handwritten letter, which is much more personal.
4. There will be sky houses in big cities.	D. Well, why not? We have seen amazing things that technology offers.
	E. I'd love it. The view from the window would be fantastic.
	F. I don't think it's ever going to happen. It's too dangerous.
	G. We won't be able to see the scenery on the way!
	H. That's for sure! Emails and messages will replace them.

Finished! Now I can…	✓	✓✓	✓✓✓
• use the lexical items related to the changing roles in society			
• identify tones of agreement and disagreement			
• use the future passive with confidence			
• use non-defining relative clauses to give extra information			
• read for specific information about the changing roles of women in society and its effects			
• talk about roles in the future			
• listen for specific information about the changes that women in Kenya are going through			
• write about the roles of teenagers in the future			

PROJECT

YOUR VISION OF THE FUTURE





There have been a lot of changes in society over the past 30 years, and more changes will certainly continue to take place. A competition called YOUR VISION OF THE FUTURE has been launched online for school students. Form a team of 5-6 and work together to discuss:

- what your vision of the future is
- how the world will be different to today's world
- what brings about the change, and
- how you feel about it

Then get ready to present your ideas to the class before you can post it on the competition website.

Communication

5 Ss work in pairs to complete the exercise. Check the answers as a class. Then Ss can practise reading aloud the predictions and responses with their best pronunciation and fluency. Call on some pairs to act them out in front of the class.

Key:	**1.** C, H	**2.** D, F	**3.** B, G	**4.** A, E

Finished!

Ask Ss to complete the self-assessment. Discuss as a class what weaknesses remain, and what areas Ss have mastered.

PROJECT
Your vision of the future

This project aims to encourage Ss to work out what they think the world in the future will be like.

Divide Ss into groups of four or five and instruct them on what they have to do. Since this is a broad topic, it may be helpful if each group chooses an area which they can focus on (technology, education, medicine, etc.). Encourage every member of the group to actively participate in the project. Tell them their project has to answer the questions:

- what your vision of the future is
- how the world will be different to today's world
- what brings about the change, and
- how you feel about it

Have Ss present their ideas in the next lesson. When all the groups have given their presentations, the whole class can vote for the best.

Unit 12 MY FUTURE CAREER



GETTING STARTED

What subjects will you choose?

1 Listen and read.

Veronica: ... I've been choosing my school subjects for next year. I've decided to take a vocational GCSE* along with some traditional academic subjects.

Nhi: A vocational GCSE? What's that?

Veronica: Well, GCSEs are secondary certificates of education which are studied by students aged between 14 to 16. In vocational subjects, students can study a work sector like applied business, design, health, or tourism.

Nhi: Isn't it hard to study both academic and vocational subjects at the same time? And isn't it too soon to be doing vocational training?

Veronica: Well, no… they offer an applied approach to learning so it's not too difficult or too soon. I think it adds variety.

Nhi: Oh, I see! What area are you interested in?

Veronica: Leisure and Tourism.

Nhi: So, what job opportunities are there in tourism?

Veronica: A lot . You can work as a housekeeper, receptionist, tour guide, lodging manager, chef, or event planner. You can also work in customer service…

Nhi: Sounds interesting! What if you change your mind later?

Veronica: No worries. I can still progress to further education to take A levels*. With A levels, I can go to college or university. What about you?

Nhi: My dad is encouraging me to choose biology, chemistry, and physics.

Veronica: Wow! To become a doctor?

Nhi: Yeah, we've discussed becoming a doctor, but I may also become a biologist.

* GCSE (UK): General Certificate of Secondary Education
* A level: Advanced level

THIS UNIT INCLUDES:

VOCABULARY
Jobs, careers, and factors affecting career choice

PRONUNCIATION
High tones

GRAMMAR
Despite/In spite of: review
Verb + *to*-infinitive/Verb + V-*ing*

SKILLS
- Reading for general and specific information about choosing a career
- Talk about choosing future jobs and reasons for these choices
- Listening for general and specific information about choosing future jobs and reasons for the choices
- Writing about the qualities one needs to be able to do a certain job

COMMUNICATION
Talking about choosing future jobs and reasons for the choices



Unit 12/ My Future Career 71

Objectives:

By the end of this unit, students can:

- use the lexical items related to jobs and careers
- identify in which situations to use high tones and say sentences with the correct high tone
- use the structures Verb + *to*-infinitive/Verb + V-*ing* correctly
- read for general and specific information about choosing a career
- talk about choosing future jobs and reasons for these choices
- listen for general and specific information about choosing future jobs and reasons for these choices
- write about the qualities one needs to be able to do a certain job

GETTING STARTED
What subjects will you choose?

Introduction

Before Ss open their books, review the previous unit by asking them to play a game. First, divide Ss into two equal teams. Write the phrase 'The roles of teachers and schools in the future' on the board. Ask the two teams to write down as many words/phrases relating to the roles of teachers and schools in the future as possible. Set a time limit of three minutes. The team with more correct words/phrases wins.

1 Ask Ss what job or career they want to do in the future. Then ask them another question:

Do you have to choose some specific subjects to focus on if you want to do that job in the future?

Elicit answers from Ss. Now, tell them to look at the picture and the heading 'What subjects will you choose?' and ask them these questions:

Who can you see in the picture?

Where do you think they are?

What do you think they are talking about?

Have Ss answer as a class.

Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the conversation.

a **Put a word/phrase from the box under each picture.**

housekeeper	tour guide
lodging manager	event planner
customer service staff	biologist



1. ______________



2. ______________



3. ______________



4. ______________



5. ______________



6. ______________

b **Find a word/phrase in the conversation that means:**

1. a secondary school qualification that UK students generally take at the age of sixteen
2. subjects connected with the skills and knowledge to do a job
3. subjects which focus on theory including mathematics, literature, science, etc.
4. a practical method
5. the business of providing services for people on holiday
6. the time when you are not at work or school

c **Tick (✓) true (T), false (F), or not given (NG).**

	T	F	NG
1. Veronica is going to take a vocational GCSE subject.			
2. Nhi knows what a vocational GCSE is.			
3. Veronica will not have to study academic subjects any more.			
4. Veronica is going to become a tour guide.			
5. Nhi's father wants her to study the sciences.			
6. Nhi has decided to become a doctor.			

2 **a** **Look at the phrases and cross out any noun/noun phrase that doesn't go with the verb.**

1. earn
   - a living
   - money
   - a job
2. do
   - leisure time
   - a nine-to-five job
   - a course
3. work
   - overtime
   - a job
   - flexitime
4. take
   - a course
   - a job
   - a living

b **Complete each of the following sentences with a collocation in 2a. Note that one is not used. You may have to change the forms of the collocations to fit the sentences.**

1. He decided to _____ an English _____ before going to work in America.
2. I'm _____. I work my eight hours and I don't have to work overtime.
3. I prefer to _____. That allows me time to take my children to school.
4. She _____ by selling vegetables in the village market.
5. She _____ in cooking before taking the post as a chef in the restaurant.
6. Most people in my company are suffering from stress because they are asked to _____.

3 GAME: WHAT'S MY JOB?

In groups, take turns to think of a job. The others can ask Yes/No questions to find out what that job is.

Example:

A: Do you work in an office?
B: No.
C: Do you look after people?
B: Yes.
D: Do you have a university degree? …

a Ss work in pairs to label the pictures with the words/phrases given. Allow pairs to share their answers before asking them to discuss as a class. Then ask some Ss to read the words/phrases aloud and correct their pronunciation if necessary.

Key: 1. lodging manager 2. event planner 3. customer service staff 4. housekeeper 5. tour guide 6. biologist

b Have Ss work individually. Ss find the words/phrases with the given meaning in the conversation. Then have Ss share their answers with a partner before asking them to discuss as a class.

Key: 1. GCSE 2. vocational subjects 3. academic subjects 4. applied approach 5. tourism 6. leisure

c Have Ss read the conversation again to tick true (T), false (F), or not given (NG). Remind Ss that they can answer NG (not given) if they don't think the information was given as part of the conversation. Ss exchange their answers with a classmate. Ask for Ss' answers as well as their explanation for their choices. Write the correct answers on the board.

Key: 1. T 2. F 3. F 4. NG 5. T 6. F

2 a Have Ss work in pairs to read the phrases and complete the task. Check the answers as a class.

Key: 1. a job 2. leisure time 3. a job 4. a living

b Ask Ss to work individually to complete the sentences with the right collocations. Then ask them to share their answers with a partner. Finally, check the answers as a class.

Key: 1. take/do (an English) course 2. doing a nine-to-five job 3. work flexitime 4. earns money/earns a living 5. did a course/took a course 6. work overtime

3 Ask Ss to work in groups of four. Ss take turns thinking of a job. The others ask Yes/No questions to find out information, and guess what the job is. The aim is to have Ss ask as many questions as possible. T can tell them that they may ask questions about necessary qualifications, skills, likes, dislikes, working conditions, salary, colleagues, or people they are working with.

Reference for teachers:
Education system in the UK

Key Stage	Ages	Duration	School years	Final exams
0: Early Years	3 – 5	2 years (1 compulsory)	Nursery, Reception	
1: Primary - basic	5 – 7	2 years	1 – 2	KS1 SATS, Phonics and Reading Check
2: Primary - junior	7 – 11	4 years	3 – 6	KS2 SATS
3: Secondary	11 – 14	3 years	7 – 9	None
4: Secondary	14 – 16	2 years	10 – 11	GCSEs and other Level 1/2 or KS4 qualifications
5: Sixth Form /Further Education	16 – 19	2 years or more (non-compulsory)	12 – 13	A-Levels, AS-Levels, NVQs, and other Level 3 qualifications

to be continued on page 75T

A CLOSER LOOK 1

Vocabulary

1 **Put one word/phrase under each picture. There is one extra word.**

opera singer	architect	mechanic
fashion designer	tour guide	pharmacist
businesswoman	craftsman	physicist



1. ____________



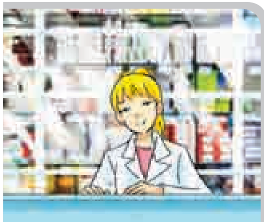
2. ____________



3. ____________



4. ____________



5. ____________



6. ____________



7. ____________



8. ____________

2 **Fill each blank with a suitable job from 1, adapting them where necessary.**

1. She dreams of becoming a ______ because she really likes physics.
2. He has a talent for fixing things, so he is an excellent ______.
3. My father is running a pharmacy. He is a ______.
4. He wants to become a ______. He's very interested in fashion and design.
5. As a(n) ______, he has many opportunities to perform in the Grand Theatre.
6. Working as ______, they design buidings.
7. They have won many big contracts. They are successful ______.
8. Working with skilled ______ in a pottery village, I learnt a lot about the art form.

3 **a** **Match each word/phrase in the left column with its definition in the right one.**

Words/Phrases	Definitions
1. career	A. a type of job that needs special training or skills, often at a higher educational level
2. job	B. work which a person does to earn money
3. profession	C. the way a person progresses in work in one job or in a series of jobs
4. career path	D. a series of jobs a person does in a particular work area



b **Fill each gap with a word/phrase in 3a.**

1. Throughout his teaching ______, he worked as a teacher, a researcher and a textbook writer.
2. His ______ was becoming boring, so he decided to continue with his studies.
3. If you want to enter the teaching ______, you need to get a teaching degree.
4. She took a different ______ when she gave up nursing and became a yoga teacher.

A CLOSER LOOK 1

Introduction

Start by reviewing the previous lesson. Begin by asking two pairs of Ss to come to the front to play a quick game. Ask them to write as many jobs and collocations (or phrases) used to describe those jobs as possible. Set a time limit of three minutes. The pair with the most correct words and collocations wins.

Vocabulary

1 Now have Ss turn to the book and work in pairs to identify the pictures. Ask them to briefly describe the pictures. Then let them do the matching exercise. Check the answers as a class. Then ask Ss:

Which of these jobs would you like to do in the future?

Why would you like to do it?

Ask some Ss to answer the questions.

Key:				
	1. craftsman	2. physicist	3. opera singer	4. fashion designer
	5. pharmacist	6. architect	7. businesswoman	8. mechanic

2 Have Ss work individually to fill the blanks. Remind Ss that the form of the word may need to be changed to fit the sentence. Allow them to share their answers with a partner before checking as a class.

Key:

1. physicist	2. mechanic	3. pharmacist
4. fashion designer	5. opera singer	6. architects
7. businesswomen and businessmen		8. craftsmen and craftswomen

3 a Give Ss a couple of minutes to work in pairs to do the matching. Then check the answers as a class.

Key: 1. D 2. B 3. A 4. C

b Have Ss work individually to complete the sentences. Have them compare their answers in pairs. Afterwards, check Ss' answers as a class.

Key: 1. career 2. job 3. profession 4. career path

Pronunciation

High tones

1. We use high tones for adjectives like *excellent, gorgeous, brilliant, superb, absolutely amazing,* etc., to show strong feelings. If we use weaker adjectives like *nice, quite pleasant, quite pretty*, etc., our voice does not usually go high.

   Example:

   A: So, how was your trip?
   B: Excellent!
   A: Good food?
   B: Quite pleasant.

2. When people use *excellent, gorgeous, brilliant, superb, absolutely amazing,* etc., with a flat voice, they mean the opposite.

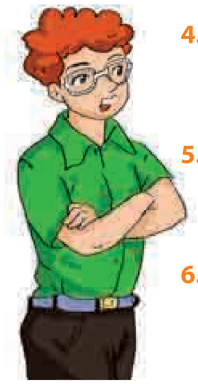
   Example:

   A: The flight is delayed again.
   B: Brilliant.

4 Listen to the conversations between Jenny and Tom. Notice how Tom uses the tones in his replies. Then practise the conversation with a partner.



1. *Jenny:* The new office is pretty.
   Tom: Pretty? It's amazing!
2. *Jenny:* My new computer is OK.
   Tom: OK? It's fantastic!
3. *Jenny:* The canteen is good.
   Tom: Good? It's wonderful!



4. *Jenny:* My colleagues are OK.
   Tom: OK? They are absolutely fantastic!
5. *Jenny:* The working environment is pleasant.
   Tom: Pleasant? It's superb!
6. *Jenny:* The view from my office is nice.
   Tom: Nice? It's gorgeous!

5 The responses to the pairs of sentences are the same but the speakers have opposite attitudes. Listen, draw arrows to show the tones, then repeat.

Example:

a • They offered us Thai food. • Delicious.	b • We had some old slices of bread. • Delicious.

1a	• They have a new air-conditioner. • Brilliant.	1b	• There's going to be an electricity cut today. • Brilliant.
2a	• I got the sack. • Well done.	2b	• I got a promotion again. • Well done.
3a	• I got an A in the exam. • Excellent.	3b	• I failed the exam again. • Excellent.
4a	• Her application was turned down. • Amazing.	4b	• I've been offered two jobs at the same time. • Amazing.
5a	• We're having a company holiday in a luxury resort. • How awful.	5b	• He has decided to cut down on our wages. • How awful.

Pronunciation

High tones

Have Ss silently read the information and examples in the box. Ask some Ss to summarise the rules and read out the examples in the box or to give their own examples. Ensure that Ss have understood the ideas before proceeding. Inform Ss that negative adjectives (awful, terrible) can be affected by tone in the same way as positive ones (excellent, brilliant).

4 Play the recording for Ss to listen. Ask them to draw arrows to illustrate Tom's tones. Play the recording again for Ss to repeat the short dialogues paying attention to the tones. Call on some pairs to act out the short dialogues.

Key + Audio script:

1. ***Jenny:*** The new office is pretty.
   Tom: Pretty? It's amazing!
2. ***Jenny:*** My new computer is OK.
   Tom: OK? It's fantastic!
3. ***Jenny:*** The canteen is good.
   Tom: Good? It's wonderful!
4. ***Jenny:*** My colleagues are OK.
   Tom: OK? They are absolutely fantastic!
5. ***Jenny:*** The working environment is pleasant.
   Tom: Pleasant? It's superb!
6. ***Jenny:*** The view from my office is nice.
   Tom: Nice? It's gorgeous!

5 Have Ss work in pairs to draw arrows to show the tones before reading out. Then play the recording. Ask the pairs to listen and check their lines showing the tones. Confirm the correct answers. Ask some pairs to practise saying the pairs of dialogues. Correct them if necessary.

Key + Audio script:

1a	• They have a new air-conditioner. • Brilliant.	1b	• There's going to be an electricity cut today. • Brilliant.
2a	• I got the sack. • Well done.	2b	• I got a promotion again. • Well done.
3a	• I got an A in the exam. • Excellent.	3b	• I failed the exam again. • Excellent.
4a	• Her application was turned down. • Amazing.	4b	• I've been offered two jobs at the same time. • Amazing.
5a	• We're having a company holiday in a luxury resort. • How awful.	5b	• He has decided to cut down on our wages. • How awful.

A CLOSER LOOK 2

Grammar

***Despite/In spite of*: review**

1 Complete each second sentence so that it has a similar meaning to the first. Write no more than THREE words.

1. Although she loves maths, she has decided to become an English teacher.
   In spite of ______, she has decided to become an English teacher.
2. He studied hard, but he didn't pass the exam.
   Despite ______, he didn't pass the exam.
3. Even though he is lazy, he was given the job.
   Despite his ______, he was given the job.
4. Although he is short, he has been accepted into the volleyball team.
   Despite ______, he has been accepted into the volleyball team.
5. Even though she has poor health, she works twelve hours a day.
   In spite of her ______, she works twelve hours a day.

REMEMBER!

Despite/In spite of is used to express contrast between two pieces of information in the same sentence. We use *despite/in spite of* before a noun, a noun phrase or *-ing* form.

Example:

- *Despite* **the low wage**, he agreed to take the job. [noun/noun phrase]
- *In spite of* **being** offered a low wage, he took the job. [*-ing* form]



Verb + *to*-infinitive/Verb + V-*ing*

Read part of the conversation from GETTING STARTED. Pay attention to the underlined part.

Nhi: My dad <u>is encouraging me to choose</u> biology, chemistry, and physics.
Veronica: Wow! To become a doctor?
Nhi: Yeah, we've <u>discussed becoming a doctor</u>, but I may also become a biologist.

1. **Verb + *to*-infinitive**: Some verbs are usually followed by the full infinitive. These verbs include *agree, expect, manage, pretend, tend, promise, attempt, offer, refuse…*

   Example: I ***expect to get*** a good job in the future.
2. **Verb + V-*ing* form**: Some verbs are usually followed by the V-*ing* form. These verbs are *finish, stop, admit, deny, avoid, discuss, keep, mention, mind…*

   Example: He doesn't ***mind working*** hard to earn more money.
3. There are verbs that can be used with either *to*-infinitive or V-*ing* form without a change in meaning. These verbs are *begin, start, continue …*

   Example: She began ***working/to work*** in our office last month.
4. There are verbs that can be used with either *to*-infinitive or V-*ing* form but there is a change in meaning. They are as follows:

	V-*ing*	*to*-infinitive
remember	Have a memory of doing sth *Do you **remember doing** that part-time job?*	Do sth you have to do *Did you **remember to ask** your boss for the day off?*
forget	Not remember a past event *I **forgot reading** the job ads yesterday.*	Not remember sth you have to do *Don't **forget to send** your application on time.*
try	Do sth to discover its qualities or effects *He isn't in the office. **Try phoning** his home number.*	Make an effort to do sth *I **tried to get** the job, but I failed.*
stop	Stop an action *She **stopped complaining** when she was given a promotion.*	Interrupt an action to do sth else *I **stopped** (my study) **to look** for a job.*

A CLOSER LOOK 2

Grammar

Despite/In spite of: review

Have Ss read the **REMEMBER!** box, then ask one or two Ss to summarise the rules. T can write the example sentences on the board. Ask Ss to give further examples. Make it clear to Ss that these expressions can be used interchangeably. They both work with all the forms: before a noun, a noun phrase, or an *-ing* form.

1 Ask Ss to work individually to fill in the gaps. Check the answers as a class.

Key: **1.** loving maths **2.** studying hard **3.** laziness **4.** being short **5.** poor health

Verb + *to*-infinitive/Verb + V-*ing*

Ask Ss to read the bubble quoted from the **GETTING STARTED** conversation, then have them read the structures and examples in the grammar box carefully. Help them with the meanings of the verbs if necessary.

Divide the board into four columns. Write **Verb + *to*-infinitive**, **Verb + V-*ing***, **Verb + *to*-infinitive/V-*ing*** with no change in meaning in each column, and a column for **Verb + *to*-infinitive/V-*ing*** with change in meaning. Ask four Ss to come to the board to write the verbs mentioned in the grammar box in the appropriate column. Ask other Ss to give examples with these verbs.

Reference for teachers:

Education system in the UK (continued)

Early Years Foundation Stage

Between the ages of 3 and 5, children are considered to be in the Early Years Foundation Stage of education. All childcare organisations, schools, and nurseries are required to help children develop their social, creative, language, and literacy skills in a safe and supportive environment.

Primary Education

At age 5, children enter primary school where they begin their basic first stage of education. At the age of 7 they complete the Key Stage 1 assessments to judge their level of development and abilities.

Primary/Junior Education

Between the ages of 7 and 11, children move on to junior school where they continue their basic education. At the age of 11 they complete the end of Key Stage 2 assessments to judge their knowledge and skills in key areas like literacy, numeracy, and science.

Secondary Education

After completing Key Stage 2, students move on to comprehensive school until they reach the age of 16. From 11 to 14 students receive a general education in a broad curriculum of subjects including English, Maths, Humanities, Languages, Creative Arts, Technology, Physical Education, etc. From the ages of 14 to 16 students receive more focussed education in around ten subjects (some chosen, and some compulsory). At the end of Key Stage 4, at age 16, students sit exams to gain GCSE qualifications or equivalents. Here standards are higher and programmes more challenging.

Further Education

Those who are successful at the end of Key Stage 4 may move on to Further Education, also known as Sixth Form or Post-16 education. This stage is non-compulsory, and students may choose to leave school entirely at this point. For two more years students study three or four subjects of their choice. At the end of Key Stage 5, students sit exams towards A level or equivalent qualifications.

Vocational Education

In addition to academic qualifications, students may begin studying more vocational qualifications from the age of 14. At Key Stage 4, students must follow a curriculum that is at least partially composed of academic subjects. English and maths are compulsory at Key Stage 4. At Key Stage 5 students can follow an entirely vocational curriculum if they wish. Popular vocational qualifications include BTECs, and NVQs.

2 Circle the correct words or phrases in bold. Sometimes both options are correct.

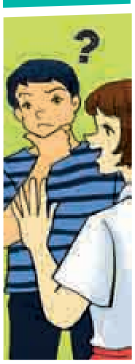
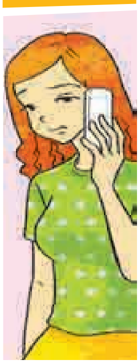
1. The man offered **to give/giving** me the job.
2. She managed **to pass/passing** the exam for that top school.
3. The students discussed **to choose/choosing** a career.
4. Did your teacher mention **to take/taking** vocational courses?
5. The company refuses **to employ/employing** poorly qualified applicants.
6. The teacher continued **to talk/talking** about job opportunities when the principal came in.

3 Choose the correct answer(s).

1. The school is expected _____ good citizens for society.
   A. to provide   B. provide   C. providing
2. The school headmaster promised _____ practical study programmes to students.
   A. to offer   B. offer   C. offering
3. The company admitted _____ the employee unfairly.
   A. to dismiss   B. dismiss   C. dismissing
4. She doesn't mind _____ hard to reach her career goals.
   A. work   B. to work   C. working
5. It may be too late to begin _____ vocational skills after you leave school.
   A. to learn   B. learn   C. learning
6. Many more students tend _____ in vocational schools than in senior secondary schools.
   A. enrolling   B. to enrol   C. enrol

4 Complete the sentences using the ideas in the pictures and the correct form of the verbs in brackets.

1.

2.

3.

4.


5.

6.

7.

8.


1. Oh, no! I forgot _____ the door! (LOCK)
2. … I don't remember _____ you at the job fair last year. (MEET)
3. I've been trying _____ the employment office, but no one is answering! (CONTACT)
4. Did you remember _____ your CV? It's the deadline this morning. (SEND)
5. I will never forget _____ so hard to become an architect. (WORK)
6. Please, stop _____. The library is a quiet space. (TALK)
7. Why don't you try _____ your CV to the company? They are looking for people like you. (POST)
8. She stopped reading _____ the phone. (ANSWER)

5 Complete each second sentence using the right form of the word given so that it has a similar meaning to the first. Write between two and five words.

1. The boy finally succeeded in dealing with his peers at the vocational school. **manage**
   → The boy _____ his peers at the vocational school.
2. She tried hard to cooperate with the others in the team to finish the work. **attempt**
   → She _____ others in the team to finish the work.
3. Although he made efforts in his work, he wasn't promoted. **in spite of**
   → He wasn't promoted _____ efforts.
4. The boss said he didn't bully the new employee. **deny**
   → The boss _____ employee.
5. Although the man was qualified for the job, he wasn't accepted. **Despite**
   → _____ for the job, he wasn't accepted.

2&3 Have Ss work individually. Allow Ss to share their answers with a partner. Then check their answers as a class. T can remind Ss that in both these exercises more than one of the options may be correct.

Key:

2	**1.** to give	**2.** to pass	**3.** choosing	**4.** taking	**5.** to employ	**6.** to talk/talking
3	**1.** A	**2.** A	**3.** C	**4.** C	**5.** A & C	**6.** B

4 Firstly, have Ss work in pairs to describe what is happening in the pictures. Then Ss can attempt to complete the sentences using the ideas and actions from the pictures. Check the answers as a class.

Key:

1. to lock	**2.** meeting	**3.** to contact	**4.** to send
5. working	**6.** talking	**7.** posting	**8.** to answer

5 Have Ss work individually to finish the sentences. Allow them to share their answers with a partner. Call on some Ss to write their answers on the board. Correct their answers if necessary.

Key:

1. The boy finally managed to deal with his peers at the vocational school.
2. She attempted to cooperate with the others in the team to finish the work.
3. He wasn't promoted in spite of his efforts.
4. The boss denied bullying the new employee.
5. Despite being qualified for the job, he wasn't accepted./Despite qualifying for the job, he wasn't accepted.

COMMUNICATION

Extra vocabulary

can't stand
make a bundle
burn the midnight oil

1 **The *4Teen* website has launched a forum for teens to discuss their career paths. Read these posts and underline the reasons for their choices.**

Tu: *People tell me I can sing. So I'm going to enroll in a school for performing arts. I hope to become an opera singer! I'll be famous, travel all over the world and meet different people. I'll be able to make a bundle!*



Anh: *I'm going to be an architect because I like designing and engineering. It's a meaningful job. Good architecture can improve people's lives. My mum is a successful architect and it's good that she works flexitime. I want to be like her.*



Duong: *I'm planning to study physics at university. I'm always curious about how and why the natural world works the way it does. I'll become a physicist so that I can find answers to my own questions about the world.*



Dzung: *I don't know what to do in the future. But I definitely won't become a doctor. My sister's studying medicine. She has to burn the midnight oil, studying at university and working at the hospital. I couldn't stand that.*



2 **Read the posts again. In groups, discuss and decide whose reasons for choosing/not choosing the job you agree with and whose you disagree with. Say why.**

You can start with the phases below:

Agreeing with an opinion	Disagreeing with an opinion
• I agree with Anh's reasons for studying architecture because… • She's (absolutely) right. • Yes, I (totally) agree. • I think so too. • Exactly. That's true. • That's a good point.	• I can't agree with Tu's reason for becoming a singer because… • He may be right, but… • That's not entirely true. • I'm sorry to disagree with him, but… • Yes, but don't you think… • I'm not so sure about that.

3 **a** **Work in pairs. Tell your partner about a job you want/don't want to do in the future. Remember to say why or why not.**

I'm artistic. I want to become a fashion designer because I like fashion and I think it's a creative job.



b **Report your decisions to another pair or to the class.**

COMMUNICATION

Before Ss open their books, ask them to work in groups to discuss the jobs they want to do in the future. Then tell Ss that they are going to read posts on the ***4Teen*** website from several teenagers who are talking about their future career paths.

Check if Ss understand the meanings of the words in the **Extra vocabulary** box. If they do not, quickly teach the words by using definitions, synonyms, or the equivalent phrases in Vietnamese.

- can't stand + V-*ing*: used to describe an activity or situation that you really don't like, or find extremely unpleasant
- make a bundle: earn a lot of money
- burn the midnight oil: work very hard; work through the night

1 Have Ss skim-read the posts individually and try to remember the reasons each teen gives for their choice of career. Then, in pairs, Ss compare the reasons that each of them gives. Then Ss can read the posts a second time more slowly for details.

2 Put Ss in groups of four. Tell them that they can look back at the posts and choose one post to discuss. Remind them that they can use the phrases to express agreeing or disagreeing in the box. Move around to observe and provide help.

Sample comments on:

Post from Tu:

- I agree that if Tu can sing, he should enroll in a school for performing arts.
- Tu is right. A singer can make a bundle.
- I can't agree with Tu's reason. Not every singer becomes famous.
- I don't think every singer can travel all over the world.

Post from Anh:

- I totally agree with Anh that it is a meaningful job, because architects can help improve people's lives.
- I can't agree with Anh that architects work flexitime. My dad is also an architect and he has to be at work at 8 a.m. every day.

Post from Duong:

- Duong is absolutely right. If he is curious about the natural world, that job can satisfy him in many ways.
- I'm sorry, I can't agree with Duong. He wants to become a physicist because he is curious about the world, but can he be sure that he is able to do the job? Is he good at physics?

Post from Dzung:

- Exactly. What Dzung says is true. Student doctors do have to burn the midnight oil. They have to learn about everything related to their patients because their advice affects the patients' lives.
- I totally agree with Dzung because it is very hard to work in hospitals. All around you are patients waiting for your help.
- Hold on... If everyone only thinks about the hardships, who will become doctors? Who will treat the patients, then?

3 a Have Ss work in pairs. Ask them to choose a couple of example careers, either from elsewhere in the unit or from ideas of their own. Ss should then figure out their own reasons why they do or do not want the chosen careers. Set a time limit of ten minutes. Tell them that they can also note down several key words/phrases related to their reasons.

b Ask several pairs to report their decisions and reasons to the whole class. Have other Ss give comments. This is an open exercise and there are no wrong answers.

SKILLS 1

Reading

1 Discuss the questions. Read the article from a career guide website and check your answers.

1. What is a job?
2. What is a career?
3. How different are they?



CHOOSING A CAREER: THINK IT OVER!

A career used to be understood as a single occupation that people did to earn a living. However, in the changing world of work, nowadays people have to keep learning and be responsible for building their future. Therefore, a career is now considered more than a job. Rather, it is an ongoing process of learning and development of skills and experience.

Choosing a career path is hard – you have to consider many things. Firstly, you should consider what you like, what is most important to you, what you are good at and who is there to help you. For example, you may care mostly about earning as much money as possible or you may want to experience job satisfaction, or make a difference to society. Then, you should take into account education and learning styles. You may want to follow an academic route of high school, then college or university. Alternatively, you may opt for vocational training where you learn skills which can be applied directly to a job. Thirdly, you should do your own research to explore possible career paths. For instance, career paths in education include teaching, curriculum development, research or administration. Finally, speak to people. Your parents, your teachers, and even your peers can give you good advice.

2 Match the highlighted words/phrases in the article with their meanings.

1. the route that you take through your working life
2. people of the same age or same social status as you
3. non-stop
4. as another option
5. consider something carefully

3 Decide if the statements are true (T) or false (F).

	T	F
1. A career no longer means a single job.		
2. Your parents will be responsible for your job or career.		
3. Before choosing a career, you have to get all necessary education and training.		
4. You can choose a job based on your likes, your abilities and priorities.		
5. If you follow a vocational education, you learn specific skills to do a job.		
6. It is advisable to get advice before you decide on a future job.		

Speaking

4 Think about the skills and abilities to do the jobs below. Work together to make notes.

	Likes	Personality traits	Abilities
nurse	• caring for others • teamwork • making a difference in people's lives	strong, calm, patient, caring	can handle medical matters

mechanic business person teacher soldier (other)

5 Choose one job from 4 and present your group's ideas.

Example:

We think a nurse is a person who likes to take care of other people and can work in a team.

We also think he or she shouldn't be afraid of medical matters, like giving injections or doing stitches.

Nurses also have to be emotionally strong, since they see some pretty sad and upsetting things through their work.

SKILLS 1

Reading

1 Ask Ss to work in pairs to discuss the questions. Elicit the answers from Ss. Give Ss three minutes to skim the article and compare their answers with the information from the article.

Suggested answers:

1. A job is something people do to earn money.
2. A career is more than a job. It is an ongoing process of learning and development of skills and experience.
3. Very different. (A job describes what you are doing now, a career describes your job choices over your working life, with the aim of improving your quality of life.)

2 Have Ss read the article to do the exercise in pairs. Ask some Ss to share their answers.

Key:

1. career path   2. peers   3. ongoing   4. alternatively   5. take into account

3 Ask Ss to work individually. Remind them to pay attention to key words in each statement. Then allow them to share their answers before checking as a class. To check their understanding, ask some Ss to explain their answers.

Key: 1. T   2. F   3. F   4. T   5. T   6. T

Speaking

4 Have Ss work in groups. Each group should choose one job to discuss. Ideally each group would have a different job. If you have more groups than jobs on the list, Ss can contribute more jobs. Ask them to make notes on a small poster, using the example as a guide. Set a time limit.

5 Have each group present their ideas and opinions on their chosen job to the class. Once they have finished, ask the rest of the class to say whether they agree with the points or not and whether they should add some other points.

As an extension activity, ask groups to choose another job that they didn't work on. Have Ss read the notes from the group who chose this job in **4**. Tell them to add any extra ideas their group may have. Ss report their ideas to the class.

SKILLS 2

Listening

1 **Work in pairs and answer the questions below.**

1. What job do you want to do in the future?
2. What qualities do you think you need to do that job?

2 **Phong is talking to Mrs. Warner, Nick's mother, about future jobs he and his friends want to do. Listen to the conversation and fill in the blanks with no more than THREE words.**



1. Phong's mother has ______ to do behind the scenes.
2. Phong's mother has to ______ without extra pay.
3. It is ______ for teachers when their students are successful.
4. Trang is a ______ girl.
5. Nick prefers to acquire some ______.
6. Nick is ______ hands.

3 **Listen again and decide if the following statements are true (T) or false (F).**

	T	F
1. As a teacher, Phong's mother has to prepare new lessons, do the marking, give feedback.		
2. Phong prefers to do a nine-to-five job.		
3. Trang likes travelling.		
4. Trang will become a tour guide.		
5. Nick likes to focus on academic subjects.		
6. A mechanic needs many skills to do the job well.		

Writing

4 **Work in pairs. Choose a job that you like. Discuss which three qualities would be necessary for people doing that job. You can use some of the ideas below. Remember to give reasons.**

empathetic	calm	patient	dynamic
technical	logical	creative	skillful
professional	hard-working		adaptable

Example:

To be a business person, you have to be adaptable so that you can respond quickly to changes.



5 **Based on your discussion in 4, write a paragraph about the three most important qualities a person needs to be able to do a job well. Remember to give reasons and examples to support your opinion.**



SKILLS 2

Introduction

Ask Ss to say what jobs their parents do. Ask them if they are aware of any difficulties which their parents face when doing those jobs.

Listening

1 Ask Ss to work in pairs to answer the questions. Ask a pair to share their ideas with the class.

2 Tell Ss that they are going to listen to a conversation between Phong and Mrs. Warner, Nick's mother, about jobs that he and his friends want to do in the future. Ask them to read the information in **2** carefully. Tell them to listen carefully to find out the words/phrases from the recording needed to fill in the blanks. T can play the recording twice if necessary. Have two Ss write their answers on the board. Confirm the correct answers.

Key: **1.** mountains of work **2.** work overtime **3.** rewarding **4.** sociable **5.** applied skills **6.** good with his

3 Have Ss work individually to underline the key words in the statements and predict the answers. Write their answers on the board without confirming the correct answers. Play the recording again for Ss to check. T may pause at the sentences that include the information Ss need for their answers. Confirm the correct answers.

Key: **1.** T **2.** T **3.** T **4.** F **5.** F **6.** T

Audio script:

Phong: We had a good discussion yesterday about our future careers.

Mrs. Warner: Did you? With Nick?

Phong: Yes... and also with Trang.

Mrs. Warner: Good. Nick said that you want to become a teacher.

Phong: I've changed my mind! My mum is a teacher. She has mountains of work to do behind the scenes - preparing lessons, marking, giving feedback. She always has to work overtime without extra pay. I'd choose a nine-to-five job.

Mrs. Warner: I know!

Phong: Then there's the unpleasant task of dealing with lazy or naughty students. I'm not that patient!

Mrs. Warner: But it's rewarding when your students are successful and they appreciate your efforts. What about Trang?

Phong: She said she's interested in travelling, and she's a sociable girl. She wants to become a tour guide.

Mrs. Warner: That sounds good. What about Nick?

Phong: Nick doesn't want to spend so much time on academic subjects. He'd prefer to acquire some applied skills and get a job right after school.

Mrs. Warner: Did he tell you which job?

Phong: He mentioned becoming a mechanic. He's fascinated by cars, and he's good with his hands.

Mrs. Warner: I know, but it won't be easy. He'll need to learn lots of skills to do it ...

Writing

4 First check that everybody understands the meaning of the adjectives in the box. If not, T can spend some time explaining them. Set a time limit for pairs to brainstorm the ideas and do the discussion. Ask them to refer back to **2** and **3** as examples for useful language and ideas. Ask some pairs to present their ideas to the whole class. Remind Ss that they should give examples and reasons to support their main points.

5 Have Ss work individually to get their ideas down on paper and check the accuracy of what they have written. Give them ten minutes to write and edit their work. Swap their writing with a partner for peer review, comments, and corrections. Then ask Ss to write the second draft as homework.

LOOKING BACK

Vocabulary

1 Match each job with its description.

1	business person	A	a scientist who studies biology
2	customer service staff	B	a person who brings out new clothing designs
3	tour guide	C	a person who works in the business world
4	architect	D	a person who deals with customers before, during, and after a sale
5	biologist	E	a person who introduces cultures and customs of places to visitors
6	fashion designer	F	a person who designs buildings

2 Match fragments 1-8 with fragments A-H to make sentences.

1	She did various jobs to earn ...	A	a course in design.
2	Because he does a ...	B	the job for some extra income.
3	I prefer to work ...	C	overtime for a month now.
4	My friend is doing ...	D	money but also gain satisfaction.
5	Doing a job well means you will not just earn ...	E	nine-to-five job, he has the whole evening with the kids.
6	Although the pay is low, he agreed to take ...	F	flexitime because I am more efficient in the afternoon.
7	He is exhausted because he's been working ...	G	the job to gain experience.
8	He decided to take ...	H	a living and to support her mother.

3 Fill each blank with one suitable word/phrase from the box. Remember to change the form of the word/phrase where necessary.

academic subjects	make a bundle	dynamic
empathetic	professional	vocational
take into account	burn the midnight oil	

1. Students need some ______ skills before they enter the world of work.
2. She's a/an ______ businesswoman. She has so much energy and focus.
3. He is such a/an ______ nurse that the patients love him.
4. I feel we have too many ______ and not enough time for physical education.
5. I ______ the pay and the working conditions before I decided to take the job.
6. He has become a ______ footballer for the local football team.
7. He has ______ for a long time so it's fair if he gets an A for his final exam.
8. He's a professional singer. With his beautiful voice, he could ______.

Grammar

4 Complete the sentences using the correct form (V-*ing* form or *to*-infinitive) of the verb in brackets.

1. He forgot ______ (lock) the door so he lost his laptop.
2. I tried ______ (work) in a garage but I found it was unsuitable.
3. The boss denied ______ (treat) him badly.
4. The employees expected ______ (get) a pay rise.
5. The manager encouraged her staff ______ (finish) the project soon.
6. The interviewer remembered ______ (read) the interviewee's CV before.

5 Correct the italicised phrases where necessary.

I have always wanted to work in a big city where I thought I could make a bundle. It's not easy for anyone to get a good job there without trying (1) *working hard* right from secondary school. Thus, I (2) *promised* myself *to make* the most of my school time. Despite (3) *to be* an outgoing boy, I (4) *refused to attend* any parties or picnics. I didn't (5) *mind to burn* the midnight oil before the exams and I (6) *managed getting* As for most of my school subjects. Finally, I was (7) *admitted to study* in a medical university in a big city. After graduating, I accepted an (8) *offer working* in the university. Despite (9) *prefer working* as a doctor in a famous hospital, I agreed (10) *to take* the job and I grew to love it. Now I realise that it is the love for the job that matters more than money.

LOOKING BACK

Encourage Ss not to refer back to the unit pages. Instead, they can use what they have learnt during the unit to help them do the exercises.

Ss should record their results for each exercise to complete the self-assessment box at the end of the unit and identify areas to review.

Vocabulary & Grammar

For **1**, **2**, **3**, **4**, and **5**, first have Ss work independently. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so that they can use that information in their self-assessment.

Key:

1 1. C 2. D 3. E 4. F 5. A 6. B

2 1. H 2. E 3. F 4. A 5. D 6. G 7. C 8. B

3 1. vocational 2. dynamic 3. empathetic 4. academic subjects 5. took into account 6. professional 7. burnt the midnight oil 8. make a bundle

4 1. to lock 2. working 3. treating 4. to get 5. to finish 6. reading

5
1. working hard → to work hard
2. promised to make → no change
3. to be → being
4. refused to attend → no change
5. mind to burn → mind burning
6. managed getting → managed to get
7. admitted to study → no change
8. offer working → offer to work
9. prefer working → preferring to work
10. agreed to take → no change

Communication

6 GAME: TRUE OR UNTRUE

Work in pairs. Each pair is given a card with a job. With your partner, think of two things that are true about your particular job and one thing that is not true. Then introduce yourselves to the class, repeating the three 'facts' you have thought of. The class decides which 'fact' is not true.

Example:

We are farmers. It's a nine-to-five job. We grow vegetables and we know a lot about cultivation.

No... you are farmers so you grow vegetables and you know a lot about cultivation. But you don't do a nine-to-five job!

Finished! Now I can…	✓	✓✓	✓✓✓
• use lexical items related to jobs and careers			
• identify in which situations to use high tones correctly			
• use the structures Verb + *to* infinitive/ Verb + V-*ing* correctly			
• read for general and specific information about choosing a career			
• talk about choosing future jobs and reasons for the choices			
• listen for general and specific information about choosing future jobs and reasons for the choices			
• write about the qualities one needs to be able to do a certain job			

PROJECT

My future career path

1. Describe the picture.
2. Draw a picture of your imagined career path. Present it to your class.

   Explain:

   - Why do you think your career path is the way you have drawn it?
   - What are the factors you will consider as you go along the path?
   - Who do you think will help you along the path?



Communication

6 Have Ss work in pairs to think of two things that are true of the job they are assigned, and one thing that is not true about the job. Give them seven minutes to work together. When the pairs have finished preparing, ask them to take turns to come to the front to introduce themselves and repeat the three 'facts'. The class will together decide which 'facts' are true, and which is untrue.

Finished!

Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT
My future career path

The aim of this project is to encourage Ss to think about possible career paths they may want to follow, and to do some more research about the factors they have to consider if they are going to follow that pathway. This is a topic that is of immediate importance to the Ss' futures.

Divide Ss into groups of four or five and instruct them on what they have to do. Encourage them to think of a real path they might want to follow. Tell them to:

- *give reasons for the choice*
- *consider factors like qualifications, skills, hobbies, personalities, practical issues, and even the employment market*
- *think about who can give them good advice, and why*

Ask Ss to draw a picture of their career path. Have them present their posters in the next lesson. When all the groups have given their presentations, let the whole class vote for the best one.

REVIEW 4 (UNITS 10 - 11 - 12)

LANGUAGE

Pronunciation

1 Draw rising or falling arrows to illustrate the correct tones, then listen and practise saying the sentences.

A: What do the astronauts do while they are aboard the ISS?
B: They keep the station in good condition, and do science experiments.
A: Sounds hard!
B: Not at all!
A: They don't have 'weekends'?
B: They do.
A: What do they do during their 'weekends'?
B: They do various things like watching movies, playing music, reading books, and talking to their families.

2 Draw arrows to illustrate the feelings and opinions of A and B. Then listen and repeat the conversation, paying attention to the tones.

A: In the near future, we will mostly learn online.
B: Incredible! But we will still have actual classrooms, won't we?
A: Sure. But teachers will no longer be knowledge providers.
B: Really?
A: They will be guides, or facilitators.
B: Superb! What about the students' roles?
A: They'll be more responsible for their own learning, I think.
B: Amazing! And they will make their own decisions?
A: Absolutely right!

Vocabulary

3 Change the form of the verbs provided to complete the sentences.

1. In the future, teachers will be ______ rather than knowledge providers. **FACILITATE**
2. With rapid scientific ______, people will soon be able to inhabit other planets. **DEVELOP**
3. To become a skilled repairman, you need some special vocational ______. **TRAIN**
4. This morning's ______ of the space shuttle has been delayed. **LAUNCH**
5. He had been an ______ salesman before he decided to set up his own business. **EXPERIENCE**
6. We will be responsible for our studies, so our teacher won't have to check ______. **ATTEND**
7. In our vocational training course, students will be the ______ of their own work. **EVALUATE**
8. There were over one hundred ______ at the forum. **PARTICIPATE**

Introduction

The aim of this unit is to revise the language Ss have learnt and the skills they have practised in Units 10, 11, and 12.

Help Ss recall the vocabulary and language skills they have learnt in these units, and encourage them to contribute as much as possible.

LANGUAGE

T may use the **LANGUAGE** review as a self-test. Ss do the exercises in 30 minutes then T checks their answers. Otherwise, T can conduct each activity separately.

Pronunciation

1 Review the rule of tones (high or rising tones to check information, to indicate items in a list, to disagree with someone or for emphasis and low or falling tones to indicate that a list is finished, to agree with someone, and with *Wh*-questions) with Ss. Before listening to the recording, have Ss draw arrows to illustrate the appropriate tones. Play the recording. Ss listen and check the answers. Confirm their answers as a class. Ss then listen again and repeat, in chorus and individually.

Key:

A: What do the astronauts do while they are aboard the ISS?
B: They keep the station in good condition, and do science experiments.
A: Sounds hard!
B: Not at all!
A: They don't have 'weekends'?
B: They do.
A: What do they do during their 'weekends'?
B: They do various things like watching movies, playing music, reading books, and talking to their families.

2 Have Ss work in pairs to draw rising or falling arrows to illustrate the correct tones. Ask them to practise saying the conversation. Play the recording for Ss to check their answers. Check the answers as a class. Have some pairs practise saying the conversation in front of the class.

Key:

A: In the near future, we will mostly learn online.
B: Incredible! But we will still have actual classrooms, won't we?
A: Sure. But teachers will no longer be knowledge providers.
B: Really?
A: They will be guides, or facilitators.
B: Superb! What about the students' roles?
A: They'll be more responsible for their own learning, I think.
B: Amazing! And they will make their own decisions?
A: Absolutely right!

Vocabulary

3 Make sure Ss understand the meanings of the verbs provided. Then have them complete the exercise individually. Call on some Ss to write their answers on the board. Confirm the correct answers.

Key:

1. facilitators	2. development(s)	3. training	4. launch
5. experienced	6. attendance	7. evaluators	8. participants

4 Complete each sentence with a phrase in the box.

once in a blue moon	the sky's the limit
sense of direction	work flexitime
sense of responsibility	burn the midnight oil
mountains of work	make a bundle

1. My mother chooses to _____ instead of a nine-to-five job so that she can have more time for us in the morning.
2. Without a good _____, you may be helpless when you are lost on a totally new planet.
3. Men used to be the breadwinners in our country, but now women go to work and many of them _____.
4. Those students had to _____ before they became successful physicists.
5. Things have changed! Our teacher only checks attendance _____.
6. There are numerous jobs in tourism and hospitality for you to choose. _____!
7. Students can expect to be more successful if they have a _____ for their own learning.
8. In the modern world, women seem to have _____, both at home and at work.

Grammar

5 Put the verbs in brackets into the *infinitive* or *-ing* form.

1. What kind of food do astronauts avoid _____ (eat)?
2. Which roles are women expected _____ (play) in the future?
3. She began _____ (work) as a biologist three years ago.
4. Students tend _____ (be) more responsible for their studies.
5. Men no longer mind _____ (do) housework.
6. Women have attempted _____ (share) the financial burden with their spouses.
7. Astronauts never forget _____ (float) around in the weightless environment.
8. He stopped _____ (check) attendance as his students are hard-working.

6 Rewrite the pairs of sentences as one sentence using a defining or non-defining relative clause.

1. My grandfather used to be an astronaut. He has been retired for ten years now.
   My grandfather _____________________________.
2. The spacecraft is called Vostok 3KA. It took Yuri Gagarin into space.
   The spacecraft _____________________________.
3. She likes her father's career. Her father pursued this career all his life.
   She likes _____________________________.
4. He admires the teacher. That teacher initiated building the school library.
   He admires _____________________________.
5. I work for a man. The man's farm covers thousands of acres.
   I work _____________________________.
6. Students will have to make their own learning decisions. This will be hard for many of them.
   Students _____________________________.

Everyday English

7 Choose the most suitable expression to complete each of the short dialogues.

Sounds interesting	Cool
I am not so sure about that	
That's not entirely true	No worries

1. A: I'm afraid I won't choose the right job.
   B: _____! Why don't you ask your parents for advice?
2. A: Can you believe that we will inhabit Mars in 20 years?
   B: _____. But it is possible.
3. A: There will only be online classes.
   B: _____. We will still have actual classes.
4. A: I've been asked to come for a job interview.
   B: _____! You'll do well.
5. A: Space Adventures, an American company, has flown individuals to the International Space Station.
   B: _____! I may have to save up for that.

4 Check if Ss remember the meaning of the phrases. Ensure all the phrases are understood before moving on. Then have them work in pairs to complete the sentences. Check the answers as a class.

Key:

1. work flexitime	2. sense of direction	3. make a bundle	4. burn the midnight oil
5. once in a blue moon	6. The sky's the limit	7. sense of responsibility	8. mountains of work

Grammar

5 This exercise revises the use of **V + *to-infinitive*** and **V + V-*ing*** forms. Have a brief revision session with Ss if necessary. Then have Ss work individually. Ss exchange their answers. Finally, check the answers as a class.

Key:

1. eating	2. to play	3. to work/working	4. to be
5. doing	6. to share	7. floating	8. checking

6 Have Ss write the sentences individually on a piece of paper. Ask Ss to swap their answers with a partner. Allow Ss time to discuss if there is any difference between their answers. Check the sentences as a class.

Suggested answers:

1. My grandfather, who has been retired for ten years now, used to be an astronaut.
2. The spacecraft which/that took Yuri Gagarin into space is called Vostok 3KA.
3. She likes the career which/that her father pursued all his life.
4. He admires the teacher who initiated building the school library.
5. I work for a man whose farm covers thousands of acres.
6. Students will have to make their own learning decisions, which will be hard for many of them.

Everyday English

7 Have Ss read the phrases and sentences carefully. Check that Ss understand the meaning of the phrases before moving on. Then Ss do this exercise in pairs. Correct their answers and ask some pairs to act out the short dialogues.

Key:

1. No worries	2. I am not so sure about that	3. That's not entirely true
4. Cool	5. Sounds interesting	

SKILLS

Reading

1 a Read the text and match the headings with the correct paragraphs.

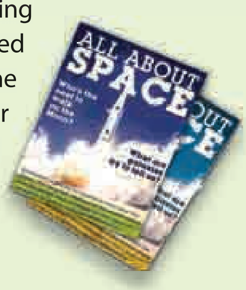
A. Initial qualifications

B. On-the-job duties

C. Introduction

D. Further training

1 I never had any idea about how much training NASA's astronauts need until I read a magazine which described their job requirements and duties.



2 The astronauts need to have an advanced degree from a prestigious institution in engineering, biological science, physical science, or mathematics. They also have to pass a physical test which is as rigorous as a military one.



3 Astronauts are required to complete a special training programme, which normally lasts for two years, before they are allowed to fly into space. During the first flight, they must fly with astronauts who are extremely experienced in flying jet aircraft.



4 While they are in space, they have to be prepared to make repairs to their spacecraft or space station, which is not an easy task. Exterior repairs, which involve leaving the interior in a special suit and spacewalking to troubled areas, can be very hard. Astronauts also have to do scientific research in space. They do experiments together with Earth-based scientists, who consult with them on how to deal with the challenges of research in space.



b Read the text again and decide whether the statements are true (T) or false (F).

		T	F
1.	NASA's astronauts are well-qualified people.		
2.	NASA doesn't have any special physical requirements.		
3.	Astronauts are allowed to fly on their own after two years of special training.		
4.	Astronauts and scientists move together to troubled areas to make repairs.		
5.	Astronauts consult with Earth-based scientists on how to deal with challenges during space research.		

SKILLS

Reading

1 a Have Ss work individually to skim-read the text to match the headings with the correct paragraphs. They can compare their answers with a partner. Check answers as a class.

Key:	**1.** C	**2.** A	**3.** D	**4.** B

b Ask Ss to read the text again carefully to decide whether the statements are true (T) or false (F). Tell them that they can underline the sentences that have clues for their answers. Have Ss compare their answers with a partner. Check the answers as a class. Ask Ss to explain the reasons why an answer is false.

Key:	**1.** T	**2.** F	**3.** F	**4.** F	**5.** T

Speaking

2 **Choose a dream job you would like to do. Say why you dream of doing the job.**



Listening

3 a **Listen to the interview and answer the questions.**

1. What job does Jane want to apply for?
2. How long is the trial period?

b **Listen again and complete the sentences.**

1. Jane says in her CV that she is a ______ person.
2. She is confident ______ different kinds of people.
3. She has a good ______.
4. She has some ______ as a receptionist in a school.
5. She is willing to work ______.

Writing

4 **Over time, the popularity of different jobs may change. In your opinion, what job will be the most popular in the next 10 years?**

Write a paragraph of about 120 words to express your opinion. Remember to discuss why you think so.



Speaking

2 This is an open speaking exercise. Allow Ss time to get some ideas from Unit 10 to 12, or to come up with some ideas of their own. Ss can work in groups. Have some Ss/groups come to the front to present their own choice and their reasons for the choice.

Listening

3 a Firstly, ask Ss to read the questions carefully. Then play the recording. Ss listen and answer the questions. Ask some Ss to give their answers. Write Ss' answers on the board.

b Have Ss read the sentences carefully and try to complete them without listening to the recording again. Do not confirm any answers at this stage. Tell Ss that they are going to listen a second time to check the answers for the questions in **3a** and **b**. Play the recording. Ask some Ss to give answers. Let Ss listen a third time if necessary to check their answers. Confirm the correct answers as a class.

Key:

3a

1. a hotel receptionist 2. two weeks

b

1. sociable 2. dealing with 3. telephone manner 4. experience 5. night shifts

Audio script:

Interviewer: Good afternoon.
Jane: Good afternoon.
Interviewer: Please take a seat. Did you find our office easily?
Jane: Yes, I didn't have any problems.
Interviewer: Right. Well, I can see from your CV that you are sociable and you like meeting people.
Jane: Yes, I'm a very outgoing person.
Interviewer: Well, that's exactly the kind of person our hotel needs to work at the reception desk. Why do you think you are capable of doing the job well?
Jane: I'm confident dealing with different types of people. I also have a good telephone manner, so telephone work is one of my strengths. I believe I can do this work well since I have some experience as a school receptionist, as you can see from my CV.
Interviewer: That's great. As you know, our hotel needs someone to work shifts. Are you willing to work night shifts?
Jane: I think I can manage it.
Interviewer: Right, then. Shall we give you a trial period of say... two weeks?
Jane: That's fine. Thank you!

Writing

4 Have Ss work in pairs to discuss the question. Ask the pairs to brainstorm an outline of the main reasons why they think their chosen job will be the most popular. Have pairs do the writing together. T may read aloud one piece of writing and ask other Ss to comment. T may also collect some of the Ss' paragraphs to correct at home.

Sample writing:

I think one of the most popupar jobs in the future can be astronaut, the 'driver' of expensive spacecrafts. The first reason is many people are dreaming of flying into the space and are willing to pay for such 'trips' if the costs are not as high as they are now. In fact, this kind of space travel has attracted many world's travel agencies to exploit, so hopefully it will be much cheaper to follow such journeys. This also means the demand for spacecraft drivers will be increasing. Secondly, astronauts will certainly be able to make a bundle and the opportunities for this job will be much higher. Moreover, those astronauts will also have many chances to travel between planets, and enjoy the spectacular views from outside the Earth. In short, because of the increasing demand for space travelling, the opportunities to earn money, and the interesting nature of the job, this job will likely be a favourite job for many people in very near future.

GLOSSARY

Abbreviations

adj : adjective
adv : adverb
con : conjunction
n : noun
pre : preposition
v : verb

Unit 7		
chop (v)	/tʃɒp/	chặt
cube (n)	/kjuːb/	miếng hình lập phương
deep-fry (v)	/diːp-fraɪ/	rán ngập mỡ
dip (v)	/dɪp/	nhúng
drain (v)	/dreɪn/	làm ráo nước
garnish (v)	/'gɑːrnɪʃ/	trang trí (món ăn)
grate (v)	/greɪt/	nạo
grill (v)	/grɪl/	nướng
marinate (v)	/'mærɪneɪt/	ướp
peel (v)	/piːl/	gọt vỏ, bóc vỏ
purée (v)	/'pjʊəreɪ/	xay nhuyễn
roast (v)	/rəʊst/	quay
shallot (n)	/ʃə'lɒt/	hành khô
simmer (v)	/'sɪmə(r)/	om
spread (v)	/spred/	phết
sprinkle (v)	/'sprɪŋkl/	rắc
slice (v)	/slaɪs/	cắt lát
staple (n)	/'steɪpl/	lương thực chính
starter (n)	/'stɑːtə(r)/	món khai vị
steam (v)	/stiːm/	hấp
stew (v)	/stjuː/	hầm
stir-fry (v)	/stɜː(r)-fraɪ/	xào
tender (adj)	/'tendə(r)/	mềm
versatile (adj)	/'vɜːsətaɪl/	đa dụng
whisk (v)	/wɪsk/	đánh (trứng...)

Unit 8		
affordable (adj)	/ə'fɔːdəbl/	có thể chi trả được, hợp túi tiền
air (v)	/eə(r)/	phát sóng (đài, vô tuyến)
breathtaking (adj)	/'breθteɪkɪŋ/	ấn tượng, hấp dẫn
check-in (n)	/tʃek-ɪn/	việc làm thủ tục lên máy bay
checkout (n)	/'tʃekaʊt/	thời điểm rời khỏi khách sạn
confusion (n)	/kən'fjuːʒn/	sự hoang mang, bối rối
erode away (v)	/ɪ'rəʊd ə'weɪ/	mòn đi
exotic (adj)	/ɪg'zɒtɪk/	kì lạ
explore (v)	/ɪk'splɔː(r)/	thám hiểm
hyphen (n)	/'haɪfn/	dấu gạch ngang
imperial (adj)	/ɪm'pɪəriəl/	(thuộc về) hoàng đế
inaccessible (adj)	/ˌɪnæk'sesəbl/	không thể vào/tiếp cận được
lush (adj)	/lʌʃ/	tươi tốt, xum xuê
magnificence (n)	/mæg'nɪfɪsns/	sự nguy nga, lộng lẫy, tráng lệ
not break the bank (idiom)	/nɒt breɪk ðə bæŋk/	không tốn nhiều tiền
orchid (n)	/'ɔːkɪd/	hoa lan
package tour (n)	/'pækɪdʒ tʊə(r)/	chuyến du lịch trọn gói
pile-up (n)	/paɪl-ʌp/	vụ tai nạn do nhiều xe đâm nhau
promote (v)	/prə'məʊt/	giúp phát triển, quảng bá
pyramid (n)	/'pɪrəmɪd/	kim tự tháp
safari (n)	/sə'fɑːri/	cuộc đi săn, cuộc hành trình (bằng đường bộ nhất là ở đông và nam phi)
stalagmite (n)	/stə'lægmaɪt/	măng đá
stimulating (adj)	/'stɪmjuleɪtɪŋ/	thú vị, đầy phấn khích
touchdown (n)	/'tʌtʃdaʊn/	sự hạ cánh
varied (adj)	/'veərid/	đa dạng

Unit 9		
accent (n)	/'æksent/	giọng điệu
bilingual (adj)	/ˌbaɪ'lɪŋgwəl/	người sử dụng được hai thứ tiếng; sử dụng được hai thứ tiếng
dialect (n)	/'daɪəlekt/	tiếng địa phương
dominance (n)	/'dɒmɪnəns/	chiếm ưu thế
establishment (n)	/ɪ'stæblɪʃmənt/	việc thành lập, thiết lập
factor (n)	/'fæktə(r)/	yếu tố
get by in (a language) (v)	/get baɪ ɪn/	cố gắng sử dụng được một ngôn ngữ với với những gì mình có
global (adj)	/'gləʊbl/	toàn cầu
flexibility (n)	/ˌfleksə'bɪləti/	tính linh hoạt
fluent (adj)	/'fluːənt/	trôi chảy
imitate (v)	/'ɪmɪteɪt/	bắt chước
immersion school (n)	/ɪ'mɜːʃn skuːl/	trường học nơi một ngôn ngữ khác tiếng mẹ đẻ được sử dụng hoàn toàn
massive (adj)	/'mæsɪv/	to lớn
mother tongue (n)	/'mʌðə tʌŋ/	tiếng mẹ đẻ
mutinational (adj)	/'mʌːti'næʃnəl/	đa quốc gia
official (adj)	/ə'fɪʃl/	(thuộc về) hành chính; chính thức
openness (n)	/'əʊpənnəs/	độ mở
operate (v)	/'ɒpəreɪt/	đóng vai trò

pick up (a language) (v)	/pɪk ʌp/	học một ngôn ngữ theo cách tự nhiên từ môi trường xung quanh
punctual (adj)	/'pʌŋktʃuəl/	đúng giờ
rusty (adj)	/'rʌsti/	giảm đi do lâu không thực hành/sử dụng
simplicity (n)	/sɪm'plɪsəti/	sự đơn giản
variety (n)	/və'raɪəti/	thể loại

Unit 10

astronaut (n)	/'æstrənɔːt/	phi hành gia
astronomy (n)	/ə'strɒnəmi/	thiên văn học
attach (v)	/ə'tætʃ/	buộc, gài
float (v)	/fləʊt/	trôi (trong không gian)
habitable (adj)	/'hæbɪtəbl/	có đủ điều kiện cho sự sống
International Space Station (ISS) (n)	/ˌɪntə'næʃnəl speɪs 'steɪʃn/	Trạm vũ trụ quốc tế ISS
galaxy (n)	/'gæləksi/	thiên hà
land (v)	/lænd/	hạ cánh
launch (v, n)	/lɔːntʃ/	phóng
meteorite (n)	/'miːtiəraɪt/	thiên thạch
microgravity (n)	/'maɪkrəʊ 'grævəti/	tình trạng không trọng lực
mission (n)	/'mɪʃn/	chuyến đi, nhiệm vụ
operate (v)	/'ɒpəreɪt/	vận hành
orbit (v, n)	/'ɔːbɪt/	xoay quanh, đi theo quỹ đạo
parabolic flight (n)	/ˌpærə'bɒlɪk flaɪt/	chuyến bay tạo môi trường không trọng lực
rocket (n)	/'rɒkɪt/	tên lửa
rinseless (adj)	/rɪnsles/	không cần xả nước
satellite (n)	/'sætəlaɪt/	vệ tinh
space tourism (n)	/speɪs 'tʊərɪzəm/	ngành du lịch vũ trụ
spacecraft (n)	/'speɪskrɑːft/	tàu vũ trụ
spaceline (n)	/'speɪslaɪn/	hãng hàng không vũ trụ
spacesuit (n)	/'speɪssuːt/	trang phục du hành vũ trụ
spacewalk (n)	/'speɪswɔːk/	chuyến đi bộ trong không gian
telescope (n)	/'telɪskəʊp/	kính thiên văn
universe (n)	/'juːnɪvɜːs/	vũ trụ

Unit 11

application (n)	/ˌæplɪ'keɪʃn/	việc áp dụng, ứng dụng
attendance (n)	/ə'tendəns/	sự tham gia
breadwinner (n)	/'bredwɪnə(r)/	trụ cột gia đình
burden (n)	/'bɜːdn/	gánh nặng
consequently (adj)	/'kɒnsɪkwəntli/	vì vậy
content (adj)	/kən'tent/	hài lòng
externally (v)	/ɪk'stɜːnəli/	bên ngoài
facilitate (v)	/fə'sɪlɪteɪt/	tạo điều kiện dễ dàng; điều phối
financial (adj)	/faɪ'nænʃl/	(thuộc về) tài chính
hands-on (adj)	/hændz-ɒn/	thực hành, thực tế, ngay tại chỗ
individually-oriented (adj)	/ˌɪndɪ'vɪdʒuəli-'ɔːrientɪd/	có xu hướng cá nhân
leave (n)	/liːv/	nghỉ phép
male-dominated (adj)	/meɪl-'dɒmɪneɪtɪd/	do nam giới áp đảo
real-life (adj)	/rɪəl-laɪf/	cuộc sống thực
responsive (to) (adj)	/rɪ'spɒnsɪv/	phản ứng nhanh nhạy
role (n)	/rəʊl/	vai trò
sector (n)	/'sektə(r)/	mảng, lĩnh vực
sense (of) (n)	/sens/	tính
sole (adj)	/səʊl/	độc nhất
tailor (v)	/'teɪlə(r)/	biến đổi theo nhu cầu
virtual (adj)	/'vɜːtʃuəl/	ảo
vision (n)	/'vɪʒn/	tầm nhìn

Unit 12

academic (adj)	/ˌækə'demɪk/	học thuật, thuộc nhà trường
alternatively (adv)	/ɔːl'tɜːnətɪvli/	lựa chọn khác
applied (adj)	/ə'plaɪd/	ứng dụng
approach (n)	/ə'prəʊtʃ/	phương pháp, cách tiếp cận
behind the scenes (idiom)	/bɪ'haɪnd ðə siːns/	một cách thầm lặng
burn the midnight oil (idiom)	/bɜːn ðə 'mɪdnaɪt ɔɪl/	học hoặc làm việc muộn
career (n)	/kə'rɪə(r)/	sự nghiệp
career path (n)	/ kə'rɪə pɑːθ/	con đường sự nghiệp
chef (n)	/ʃef/	đầu bếp
certificate (n)	/sə'tɪfɪkət/	chứng chỉ
cultivation (n)	/ˌkʌltɪ'veɪʃn/	canh tác
customer service (n)	/'kʌstəmə(r) 'sɜːvɪs/	phòng (dịch vụ) chăm sóc khách hàng
CV (n)	/ˌsiː 'viː/	sơ yếu lý lịch
flexitime (adv)	/'fleksitaɪm/	(làm việc) theo giờ linh hoạt
fashion designer (n)	/'fæʃn dɪ'zaɪnə(r)/	thiết kế thời trang
enrol (v)	/ɪn'rəʊl/	đăng ký học
housekeeper (n)	/'haʊskiːpə(r)/	nghề dọn phòng (trong khách sạn)
lodging manager (n)	/'lɒdʒɪŋ 'mænɪdʒə(r)/	người phân phòng
make a bundle (idiom)	/meɪk ə 'bʌndl/	kiếm bộn tiền
nine-to-five (adj)	/naɪn-tə-faɪv/	giờ hành chính (9 giờ sáng đến 5 giờ chiều)
ongoing (adj)	/'ɒngəʊɪŋ/	liên tục
profession (n)	/prə'feʃn/	nghề
take into account (verb phrase - idiom)	/teɪk 'ɪntə ə'kaʊnt/	cân nhắc kỹ
sector (n)	/'sektə(r)/	thành phần

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Mã số : 2G935M6
In : .... bản (QĐ.........), khổ 19 x 26,5 cm. Tại : ....
Số đăng kí KHXB : 01-2016/CXBIPH/207-964/GD
In xong và nộp lưu chiểu tháng .... năm 2016.